DOCUMENT RESUME

ED 192 222 CG 014 678

TITLE	Together We Can: An Awareness Training Program in Sex-Role Stereotyping for School Administrators. Facilitator Manual and Participant Manual.
INSTITUTION	Austin Women's Center, Tex.; Education Service Center Region 13, Austin, Tex.; Southwest Educational Development Lab., Austin, Tex.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
PUB DATE	79
NOTE	105p.; For related documents see CG 014 674-77. Overhead transparencies, filmstrips and game cards not filmed.
AVAILABLE FROM	Education Development Center, 55 Chapel Street, Newton, MA 02160
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Administrators; Change Strategies; Conferences; Elementary Secondary Education; *Individual Development; *Nondiscriminatory Education; Resource Materials; *School Role; *Sex Fairness; Sex Stereotypes; Training Methods; Training Objectives; *Workshops
IDENTIFIERS	*Together We Can

ABSTRACT

This comprehensive training program, Together We Can, involves a cooperative effort to reduce sex-role stereotyping and to expand options in education, work, and life styles for females and males. This packet consists of facilitator and participant manuals for use with school administrators. The training kit is designed to raise awareness of the changing roles of women and men and to explore ways in which schools can help expand role options. The facilitator manual contains a program description with sections on training objectives, training sequence and schedules, materials, and equipment needed, participant characteristics, facilitator role, session preparation, and conducting and evaluating the workshop. Activity Directions presents a Program Activity Chart followed by activities, schedules, scripts, and directions for conducting a one-day, six-hour conference. The participant manual includes all work pages and support readings to complete conference activities. Audiovisual materials are not included. (Author/NRB)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

an awareness training program in sex-role stereotyping for school administrators.

facilitator manual and participant manual.

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CG 014 678

Developed for TOGETHER WE CAN, a multi-agency project coordinated by the Region XIII Education Service Center, designed and developed cooperatively by Region XIII Education Service Center, the Southwest Educational Development Laboratory, and the Austin Women's Center, Austin, Texas, 1977.

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Produced by Region XIII Education Service Center under a grant from the U.S. Department of Health, Education, and Welfare, Office of Education, under the auspices of the Women's Educational Equity Act. Opinions expressed herein do not necessarily reflect the position or policy of the Office of Education or the Department, and no official endorsement should be inferred.

Printed and distributed by Education Development Center, 1979, 55 Chapel Street, Newton, MA 02160.

ACKNOWLEDGMENTS

The TOGETHER WE CAN training materials have been developed through the cooperative effort of a number of institutions, groups, and individuals. Members of three cooperating institutions have operated as a Task Force to make all major decisions related to the project. The project has been assisted by an Advisory Committee, two continuing consultants, and numerous content and technical consultants.

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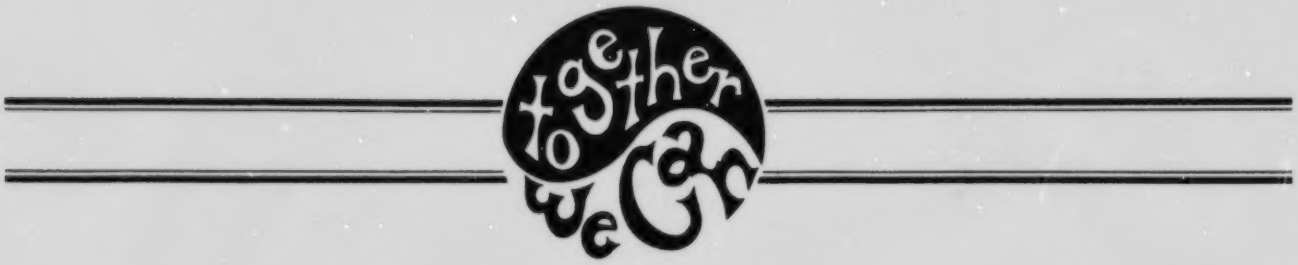


PROGRAM DESCRIPTION

INTRODUCTION

Times change. Roles change. And the challenge for the educator is to keep up with our changing society and prepare students for productive lives that fit future realities. Roles and expectations for women and men, once clearly defined, are in transition; as educators, it is important that we understand these changes and their effect upon the ways we prepare girls and boys for the future.

This training package is designed to explore the changes in roles among men and women, and the ways in which schools influence those roles. The program provides experiences and information to help participants:

- identify and understand changes in male and female roles in society.
- identify the stereotypes that we unconsciously convey to students through our actions, our words, our policies, our educational activities and materials
- understand the effects that our unconscious behaviors and attitudes have on student self-esteem, growth and productivity

  and
- explore behaviors and plan strategies to minimize stereotyping and maximize individual growth

TRAINING OBJECTIVES

The training program is designed to meet the following objectives. By going through the training activities, participants will be able to:

- define sex-role stereotyping
- describe some of the effects of sex-role stereotyping
- identify ways in which stereotypes are taught in schools, family, community, media
- describe the changing roles of men and women in society and some of the possible positive and negative consequences
- describe some of the legal and social forces producing changes in sex roles
- identify and describe some of their own stereotyped behaviors and attitudes
- identify and describe alternate behaviors and strategies to counter sex-role stereotyping

TRAINING PACKAGE CONTENTS

The Together We Can training program for administrators contains the following resources:

1. A Facilitator Manual describing the sequence, activities, schedules, scripts and directions for conducting the administrator training session.
2. Instructional media which include:

   1 16mm film – *Expectations*

   2 filmstrip/tapes — "Which Comes First — The Person or the Role?" and "Stop. Look. Listen."

   5 transparencies

   Card game - "Logical Conclusion" (10 sets of 2 decks each)

   Problem cards — "What Are You Gonna Do?" (3 sets)

3. One Participant Manual master, which includes all of the work pages and support readings that participants use as they go through the activities. Copies of the Participant Manual will need to be reproduced before each training session.
4. A Program Guide that describes the contents and use of the comprehensive Together We Can training program, as well as hints on how to approach change, ways to recruit different audiences for training, resources for dealing with sensitive issues that emerge in training, and suggestions for addressing the particular concerns of minority women. An annotated bibliography of resources is also included.

FORMAT OF THE TRAINING MATERIALS

The training package is designed to be facilitator-directed. Using this manual, you—the facilitator—will lead a group of participants through a variety of activities: discussion, role playing, viewing media, playing games, problem-solving. The materials are designed to involve participants actively in individual, small-group, and large-group activities.

The facilitator manual is organized for easy referencing while conducting the training. It describes each activity and the use of support media and materials in a step-by-step manner. The manual describes the activities in a suggested sequence for use.

There are some standardized format cues which will facilitate use of the manual. They are as follows:

Symbol indicates times the facilitator will be talking to participants: providing a general context for activities, or content information, or directions for the activities.

Symbol specifies general process directions for the facilitator (e.g., distribute the manuals; show the filmstrip; divide participants into groups; time allotments for activities, etc.).

Symbol specifies questions to use in leading group discussion.

All materials that are provided as part of the training package are listed in **boldface type**. They are included in the box which accompanies this manual. The program provides one Participant Manual,which is to be used as a master to reproduce as many copies as needed (one per participant) for each training session. Other supplies or equipment that the facilitator will need to provide (e.g., newsprint, pencils, butcher paper, filmstrip projector) are listed in regular type.

TRAINING SEQUENCE AND SCHEDULES

The administrator training program has been designed to be used in a one-day, six-hour conference format. It is assumed that the most effective way for administrators to become involved in the program will be to take a day off from other pressures and concerns and focus on the issue of sex-role stereotyping in a concentrated way. The activities have been sequenced so that concepts build logically on one another.

If the suggested schedule is not feasible, the training can be given in two three-hour sessions, or you can select the activities that you judge would have the most impact within the time allotment that your audience has available. If you decide to modify the sequence, try to keep a balance between the types of activities — e.g., discussion, viewing of media, movement, etc. (Note that the activity "What Are You Gonna Do?" is based on a knowledge of

Title IX. If participants already know about the law, the preceding activity, "Understanding Title IX" can be omitted. Otherwise, it will need to be included.)

During the training program, it will be up to the trainer and the group to decide mutually when to take breaks. Ideally, breaks would be taken between activities or during activities when participants are working on independent projects or readings.

MATERIALS, EQUIPMENT, AND SPACE

Materials

The specific materials needed for each activity are listed in the introduction to the activity. If you are planning to do all of the activities, you will need to provide the following:

- newsprint pad
- pencils
- scissors
- tape
- felt tip pens
- 2 colors of butcher paper
- name tags
- men's and women's magazines

Equipment

Equipment needs for each activity also are listed in the facilitator instructions. If you plan to use the entire training session design, you will need to have the following equipment available:

- filmstrip projector
- cassette recorder
- overhead projector
- 16mm film projector
- viewing screen or paper viewing area (for large-group viewing)
- extension cords and adaptors for equipment

Space

The space that you select for the training sessions will be important. It is highly preferable that the sessions be held in an open space that is conducive to flexible arrangements. If there is an open space learning area in the administration building or the school in which you are conducting the workshop, use it. Otherwise, try the library, the cafeteria, or a large meeting room.

The space will need to include the following:

- wall space to tape up newsprint products and to view media if a screen is not available
- moveable chairs
- tables (preferably oblong or round tables that will accommodate 4-6 chairs)
- electric outlets

It will be important for the space arrangement to be flexible enough that you can quickly clear a large open space for group movement, then assemble a large group for viewing of media, then break into small groups for tasks. In no case should you use a space that has affixed furniture.

PARTICIPANT CHARACTERISTICS

This training package has been designed for and tested with people who have administrative functions within a school system. It is assumed that they have some say in the development and implementation of school policies and in the setting of school climates. Some assumptions have been made about the potential target audience. They are:

- Many of the administrators will not have had occasion to examine the question of sex-role stereotyping in depth
- Even if the administrators addressed are sympathetic with the issue, they will be concerned with parent and community expectations and reactions to school policies, and will not want to be considered "radical" by their constituency, to whom they are ultimately accountable.
- A majority of school administrators are male, and will want to know how men, as well as women, benefit from changing sex-role stereotypes. As one administrator in the training sessions said, "If you intend to make some progress in this issue, you are going to have to stop hitting the white male over the head. We've got feelings too, you know, and we're tired of being seen as the villains all of the time. You're going to have to show us what's in it for us."
- Administrators have numerous pressures and concerns and want their time to be used with respect, giving them concrete problems and solutions to deal with.
- Most administrators do not like to be told what they *have* to do. They prefer to be given guidelines and to make policies and set priorities themselves
- Administrators are concerned that their efforts lead to a better education for students, and if a strong rationale can be made that non-sexist education will result in positive results for students, they will support it.

Your recruitment procedures can make a dramatic difference in the response to the training. If your participants have been "assigned" to attend the training session, you can expect a reasonable amount of resistance to the issue. On the other hand, if participants have made a free choice to attend the training session, you can expect a fairly high level of interest and commitment to the issue, and should plan to build in more strategy and planning time and less time for the general awareness activities.

It will be important to point out the support resources the comprehensive Together We Can training package offers (e.g., training for parent groups and training for teachers and counselors), so that administrators have a minimum of worry and time expenditure and a maximum of support in providing follow-up to this training.

FACILITATOR ROLE AND SKILLS

In facilitating the training for administrators, you will need to be familiar with administrative concerns and pressures. A sympathetic view of their roles and perspectives will be a key factor in the training's effectiveness. If the audience is primarily male, it will be helpful, although not necessary, to involve a male in the training, either as a co-trainer or as the primary trainer.

In implementing the training program, you will play mostly a facilitator role: organizing the environment, gathering materials, keeping time on activities, giving general procedural directions, leading discussions, and roaming the room during small group and independent activities to provide clarity and motivation and to assure that the groups are on task. Only on a few occasions will you be expected to provide major content input to the participants. For those occasions, a script and support media are provided in the training package.

The modules are designed to have a low facilitator profile; this means the programs are not dominated by the facilitator and the exercises do not require experts to lead them. It is helpful to have two facilitators; this provides more varied experiences/views and more contact with the participants. Having two people relieves pressure to be always available and can allow one person to act as an observer, timer, helper.

You will need some basic group leadership skills, including the following:

- skill in structuring discussion and consensus decision-making activities
- ability to summarize and debrief activities so that participants derive the most benefit from them
- a willingness to hear and accept ideas
- sensitivity to participant needs and concerns
- a sense of humor, without being funny at the expense of others

- flexibility, knowing when to allow divergence from the training design to meet participant concerns and interests and when to cut discussions and move the group on
- a belief in and commitment to the goals of the training
- the ability to create a trusting, sharing climate where diverse opinions are acknowledged and accepted
- the foresight to be prepared and organized before the session begins
- "honesty" and a sense of ease in delivering the training
- sensitivity to symptoms of stress in the group and the ability to make appropriate format or organizational changes in response to stress

You should prepare for the training session by carefully going over all the materials and activities in order to understand their purpose and sequence.

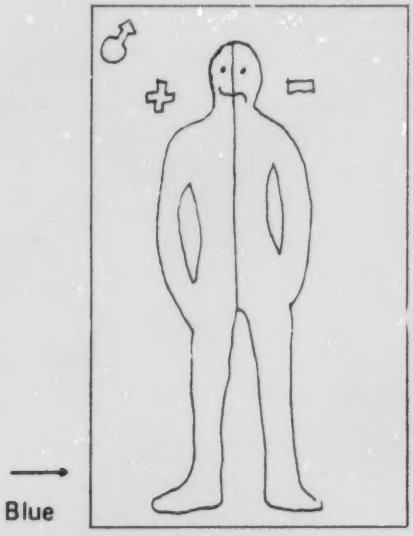
SESSION PREPARATION

The most important—and helpful—thing you can do to prepare for your program is to make sure well in advance that the participants have a clear idea of the purpose of the training, the nature of the activities and the amount of time the sessions will take. We suggest that you send a brief written description of the program to the group as far in advance as possible. Find out as much as you can about your audience before the date of the program.

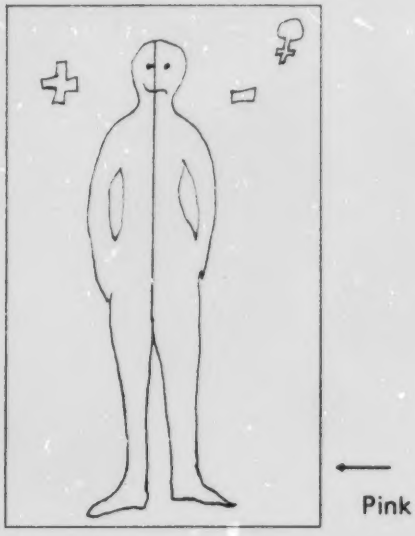
Before the training session, you will need to make several preparations:

1. Carefully go over all the materials and activities. Preview media items before the first session. To *properly coordinate visuals and audio in filmstrips, start the filmstrip with the frame of the Together We Can logo and change frames at each tone of the audiotape.*
2. Check to see that all of the materials/media for the activities are in the box and in good order.
3. Check the equipment to see that it is working.
4. Arrange to have a room with tables and four to six chairs per table.
5. Reproduce a **Participant Manual** for each participant.
6. Gather the materials you will be using during the session: newsprint pad, felt tip pens, scissors, tape.
7. Follow the special preparations for the activities listed below.

Activity 2: "Building Images." Make the butcher paper figures for the collage activity. Each small group of participants will work with a figure, so make enough figures to accommodate all of the small groups of participants. To make the figures, cut six foot lengths of butcher paper. Use blue paper for male figures, pink paper for female figures. On each of the lengths of paper, draw a figure, following the model provided below.



Blue



Pink

You will need to collect a variety of magazines for the collage activity. It is suggested that you get them from a news agency that is willing to give away old copies. You will need three types of magazines: magazines that are designed to appeal to women (e.g., *Cosmopolitan, Ladies Home Journal, Vogue, Better Homes and Gardens, Woman's Day, Family Living, etc.);* magazines that are intended to appeal to men (e.g., *Sports Illustrated, Esquire, Auto Mechanics, Field and Stream, Business Weekly, U.S. News and World Report);* and magazines that are providing modern images (e.g., *Ms., New Age Journal, Mother Earth, Quest, Mother Jones, Seven Days).* Be sure to include magazines that are designed to appeal to specific ethnic groups (e.g., *Ebony, Essence, Nuestro, La Luz).*

Activity 3: "Logical Conclusion." To make the cards for the game Logical Conclusion more durable, you may want to laminate them before use.

Activity 4: "Action." Laminate the "What Are You Gonna Do?" cards before using them.

CONDUCTING THE WORKSHOP

After you have determined your time blocks, previewed and prepared all materials, arranged the space and registered the participants, you are ready to begin the training session.

The activities were designed for a maximum of 30 participants and a minimum of eight participants. Although the session could be conducted with more participants, it tends to lose some effectiveness because of the additional time required for the group reporting activities. The group size for small group activities should be no less than three and no more than six, in order to allow a maximum exchange of ideas.

Often people from the same school or office will want to work together. This can have the advantage of "extending" the training time in that they will often continue their discussions and explorations beyond the session. However, it is also important to assure that some new and unfamiliar people are introduced to the group in order to encourage new points and to reduce the tendency to lapse into "shop talk" instead of focusing on the issue at hand.

You can expect two extremes in group participation: the silent non-participant and the group dominator. Be sensitive to both as you conduct the session. Take opportunities to involve the non-participants

by requesting that they record, or by putting them in charge of the distribution of games or materials. Encourage a rotation system within the group so that responsibilities for recording and reporting are spread among group members. If the group dominator consistently reports out the results of the group's work, ask for minority opinions from other group members.

The training is designed to take approximately six hours. A time estimate is given for each activity, and in some instances a time allotment is specified as part of the procedure. Except in those cases where the time allotment is specified as part of the procedural directions, you should feel free to adjust the time to the needs and interests of the participants. For example, you as the trainer will have to decide at what point to cut the discussion and move in. In some cases a particular activity may not be effective with a group, and you will need to move on and possibly allow more time on other activities.

EVALUATING THE WORKSHOP

As a trainer you will want to know how effective the training has been, so that you can refine it for future sessions. There are three important ways you can obtain feedback from the session: a written feedback form; an informal discussion with participants; and a third-party observation of the training session. You may choose to use one or all of these methods.

The advantage of using a written feedback form is that all of the participants have a chance to comment on the session; they can feel free to make both positive and negative comments anonymously. Also, the results are available for you to tally and study later. A sample feedback form is included at the end of this section.

Informal discussion with participants at the end of the session or after activities that you feel unsure about can be very helpful. Participants will often be more willing to elaborate verbally than in written form, and you can discover their reasons for liking or disliking an activity, which gives you a better basis for making revisions.

Having an objective observer can also be very helpful. The observer can often pick up on subtle issues of group dynamics or overhear participant comments that you are too involved to observe. If you have an observer, try to talk to him/her intermittently during the session to make mid-course revisions, and as soon after the session as possible.

Another very important factor in evaluating the session is your own perceptions of the workshop. What are you learning from the training? Which activities do you feel most comfortable with? Which do you feel produce understanding and involvement in the training session? In what areas do you need more information in order to handle a problem situation or answer questions which arise during the training? Doing this kind of evaluation will better prepare you for the next session.

TOGETHER WE CAN

School District_____ Assignment _____

Years of Experience_____ Level _____

1. Please rate and comment on each activity:

	Enjoyed		Found okay		Disliked
Defining the Terms	1	2	3	4	5
Male/Female Collage	1	2	3	4	5
Logical Conclusion Card Matching	1	2	3	4	5
Filmstrip: Which Comes First?/Worksheet	1	2	3	4	5
Then/Now Continuum	1	2	3	4	5
Film: *Expectations*	1	2	3	4	5
Law Review, Discussion	1	2	3	4	5
"What Are You Gonna Do?" Problem Cards	1	2	3	4	5
Filmstrip: "Stop. Look. Listen."/Worksheet	1	2	3	4	5

2. Please rate whether or not you think the objectives were covered:

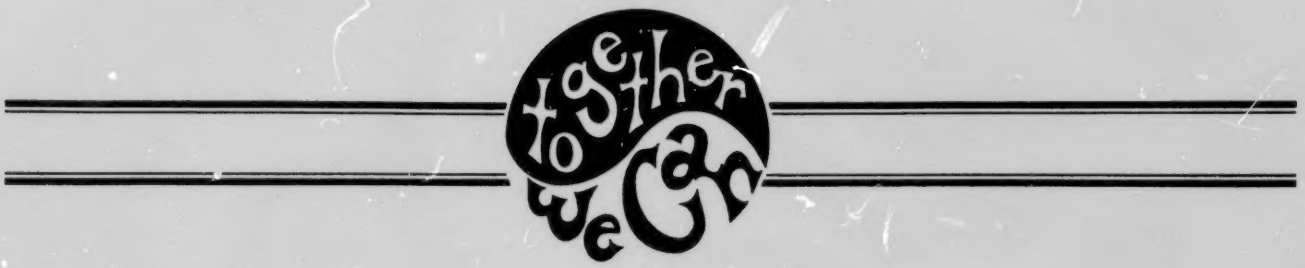
	Fully Achieved		Fair Coverage		Far from Achieved
Define sex-role stereotyping	1	2	3	4	5
Describe some of the effects of sex-role stereotyping	1	2	3	4	5
Describe some of the changing roles of men and women in society and some of the possible positive and negative consequences	1	2	3	4	5
Identify ways in which stereotypes are taught	1	2	3	4	5
Describe some of the legal and social forces producing sex-role changes	1	2	3	4	5
Identify some of our own behaviors and attitudes that are based on assumptions about sex differences	1	2	3	4	5

3. What new ideas/thoughts did you gain from this session?

4. What ideas/processes will you be able to use with your students? your teaching colleagues?

5. How did you feel doing the activities? Did any of them cause you to feel: excited, angry, upset, other?

6. Comments on the session as a whole:



ACTIVITY DIRECTIONS

PROGRAM ACTIVITY CHART

ACTIVITY	OBJECTIVES	CONCEPTS	MEDIA MATERIALS	TIME	GROUPING
1. *Introduction.* Program overview, goals, warm-up.	Introduce the training program		**Transparencies** Index cards Lemons	10 - 20 mins.	Large group Small groups
2. *Coming to Terms.* Generate definitions of sex-role stereotyping and sex discrimination, with examples of each.	Define sex-role stereotyping	Sex-role stereotyping, sex discrimination	**Worksheet**: "To Begin: Definitions" Felt tip pens Newsprint Tape	15 - 20 mins.	Individual Small groups Large group
3. *Building Images.* List positive and negative traits/characteristics of stereotyped images of males and females. Find visual support and make collage figures. Compare male and female figures. Change collages to reflect emerging "new images" of females and males.	Define sex-role stereotyping Describe some of the effects of sex-role stereotyping Describe some of the changing roles of men and women in society and some of the possible positive and negative consequences	Stereotyped images of males and females. Changing images of males and females. Role of media in creating images. Relationship of stereotyped images to self-concept.	Butcher paper figures Felt tip pens Tape Magazines	40 - 60 mins.	Small groups Large group
4. *Logical Conclusion.* Match attitude and behavior cards from game "Logical Conclusion." Discuss.	Define sex-role stereotyping Identify ways in which stereotypes are taught in schools, family, community, media Describe some of the effects of sex-role stereotyping	Relationship of attitudes and assumptions to actions Unconscious discrimination Literary/historic origins of female stereotypes	**Game Cards**: "Logical Conclusion"	10 - 20 mins.	Small groups Large group
5. *Changing Roles.* View filmstrip. Complete worksheet. Discuss.	Describe some of the effects of sex-role stereotyping Describe the changing roles of men and women in society and some of the possible positive and negative consequences Describe some of the legal and social forces producing sex-role changes	Origins of traditional sex roles Sociological, legal, technological, economic factors causing sex-role changes	**Filmstrip**: "Which Comes First–The Person or The Role?" **Worksheet**: Which Comes First? Filmstrip projector Cassette recorder Screen	30 - 45 mins.	Large group Small groups
6. *How We Stand.* Participants stand in response to statements they grew up hearing and believing and ones that they still adhere to.	Define sex-role stereotyping Describe the changing roles of men and women in society and some of the possible positive and negative consequences Identify ways in which stereotypes are taught in schools, family, community, media	Role preparation and training for girls and boys/assumptions based on	None	20-30 mins.	Large group

ACTIVITY	OBJECTIVES	CONCEPTS	MEDIA MATERIALS	TIME	GROUPING
	Identify and describe some of our own behaviors and attitudes based on sex-role stereotyping				
7. ***Expectations.*** View film. Discuss, using worksheet.	Define sex-role stereotyping Describe some of the effects of sex-role stereotyping Identify some of our own behaviors and attitudes that are based on sex-role stereotyping	Everyday expressions of stereotyping Breaking the mold	**Film:** *Expectations* **Worksheet:** "Expectations" 16mm film projector Screen	30 - 45 mins.	Large group Small groups
8. ***Understanding Title IX.*** Read information on the law. Record on worksheet. Discuss.	Describe some of the legal and social forces producing sex-role changes Identify and describe alternate behaviors/strategies to counter sex-role stereotyping	Legal issues in the schools: employment and benefit patterns; physical education; extra-curricular activities; curriculums offerings; discipline	**Worksheet:** "Understanding Title IX" **Articles:** "Summary of the Regulations for Title IX" and "Litigation Issues"	30 mins.	Small groups Large group
9. ***What Are You Gonna Do?*** In-box simulation. Determine action in response to problem cards. Discuss.	Describe some of the effects of sex-role stereotyping Identify ways in which stereotypes are taught in schools, family, community, media Identify some of our own behaviors and attitudes that are based on sex-role stereotyping Identify and describe alternate behaviors/strategies to counter sex-role stereotyping	Legal issues in schools Manifestations of stereotyping in school settings Alternate solutions to problems	**Problem Cards:** "What Are You Gonna Do?" Newsprint Felt tip pens	30 - 40 mins.	Small groups Large group
10. ***Stop. Look. Listen.*** View filmstrip. Using worksheet, discuss.	Define sex-role stereotyping Describe some of the effects of sex-role stereotyping Describe the changing roles of men and women in society and some of the positive and negative consequences	Student views of sex-role expectations and pressures Student visions of "how they'd like it to be"	**Filmstrip:** Stop. Look. Listen. **Worksheet:** Stop. Look. Listen. **Poetry Booklet:** "Stop. Look. Listen" Filmstrip projector Cassette recorder Screen	30 mins.	Large group

1

INTRODUCTION

Objective:
To introduce the training program

Time: 10-20 minutes

Grouping: Large group, small groups of 4-6

Materials/Equipment:
Transparencies (5)

Participant Manuals (1 per participant)

Overhead projector

Lemons (if using warm-up exercise #1)

Index cards (if using warm-up exercise #2)

Space Arrangements/Preparation:
Set up the overhead projector. Have the room arranged with four to six chairs around each table. Be sure everyone can see the screen.

Before beginning the training activities, introduce yourself, the purpose and history of the training program and do a warm-up and grouping exercise with the participants, if time allows. Give a brief overview of the training program, using the **overhead transparencies**. Use the following general outline:

Transparency 1 — This training program, Together We Can, is designed to address an important issue in our schools, sex-role stereotyping. The materials were developed under a grant from the Women's Educational Equity Act, which is an Office of Education program created in 1974. Under the grant, 63 programs were funded to develop training materials, resources, and procedures to provide assistance in assuring a bias-free education for girls and boys. This training program is one of the resulting products.

Transparency 2 — The training you will be experiencing is a part of a more comprehensive training program. The entire training program includes a set of materials, procedures and media for each of the following audiences: school administrators, teachers and counselors, early childhood personnel, school volunteers, parent groups and community groups. Each set of materials takes into account needs and roles of the specific audience in relation to the schools, as well as their expected time constraints in addressing the issue.

Transparency 3 — The training program addresses the following goals:

Recognize that:

- sex-role stereotypes are learned from family, school and community and that they vary from culture to culture
- employment and living patterns of men and women are changing
- sex-role stereotyping affects each individual's sense of self and limits aspirations and choices

Examine our own attitudes and behavior in relation to sex-role stereotyping

Explore actions that we can take to reduce sex-role stereotyping

Create learning climates that support an expanded range of behavior and role choices for individuals

Transparency 4 — The objectives that we will be addressing in the training are as follows:

Define sex-role stereotyping

Identify ways in which stereotypes are taught in schools, family, the media and the community

Describe some of the effects of sex-role stereotyping

Describe the changing roles of men and women in society and some of the possible positive and negative consequences

Describe some of the legal and social forces producing sex-role changes

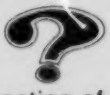
Describe some of our own behaviors and attitudes that are based on sex-role stereotyping

Identify and describe alternate behaviors/strategies to counter sex-role stereotyping

Transparency 5 - The activities in the training are designed to get you actively involved and to participate in value-clarifying and problem-solving activities. During the session you will be involved in: doing experiential activities, viewing media, doing research, carrying on discussions, and playing games. The activities are all designed to cause reflection, to draw from your own experiences and resources, and to allow you to draw your own conclusions. There are no "right" or "wrong" answers – we are all exploring together the changing roles in society, our values in relation to the changes, and our projections about what will be best for our students.

If time permits, you may wish to do a warm-up activity with the participants before beginning the activities. You may wish to choose from one of the following to help introduce the participants to each other and provide a social "ice-breaker." The alternate warm-up activities are as follows:

1) *The lemon exercise.* Begin by explaining that you want to wake up their thinking powers by doing an exercise that calls for descriptive and observational powers. Have a piece of newsprint posted. Tell them that they are going to list characteristics that identify lemons. Give the key: "All lemons are..." and have them name descriptive characteristics (yellow, oblong, bitter, etc.) Record their responses. After they have listed as many as they can think of, tell them they are going to be introduced to some individual lemons. Pass out to each participant a lemon (preferably "non-stereotyped" looking lemons). Tell each participant to study their lemon closely, noting all of its details and idiosyncracies. After they have "gotten to know" their lemons, ask that they find at least three people in the room that they do not already know and introduce themselves and their lemon to those people. Encourage participants to get up and move around for this exercise. After each person has met at least three other people, ask them to be seated with those people at a table. These will be their working partners for the session. Ask:



Did your individual lemons fit all of the characteristics of the stereotyped notion of a lemon?

Was it easy or hard to find individual differences among your lemons?

To continue the exercise later on in the session, you could take up all of the lemons and then put them all together in a bunch and instruct participants to find their lemon. This could be done at coffee break time, and each participant could be instructed to take their lemon and a friend to coffee.

2) *The Person Hunt Exercise.* Pass out to each participant an index card. Instruct them to write on the card something that they do or like that would be considered unusual for a person of their sex. Be sure that they indicate on their card whether they are male or female. After all have written the information on their card, have them place their cards in a pile in the center of the room. After all of the cards have been placed, shuffle them up and then instruct each person to draw a card. They are to try to find the person who matches the description on the card, and interview him/her, finding out as much as possible about the information included on the card and other points of interest. Allow about 5-10 minutes for people to find and interview each other. Then instruct them to be seated. If the group is not too large, ask people to introduce the person they interviewed to the group, giving the "unusual" information about the person and whatever else they would like to include.

3) *What I Like About Being a Man/Woman Exercise.* Tell the participants that they will be exploring what it means to be female and male, both in its positive and negative aspects.

In order to get to know each other and to start out on a positive note, ask them to get up and go and share with at least five other people what they like about

being a male or a female...the things that they like best about being male or female. Encourage them to introduce themselves to at least three people whom they do not already know. After they have had time to complete their sharing (10-15 minutes), ask them to be seated. Ask the group to share some of the general kinds of statements that were made.

4) Ask participants to introduce themselves to the group, including their name, their job, and their reasons for attending the workshop or their expectations of the workshop.

After the warm-up activity, proceed to the training activities. Hand out the **Participant Manuals.**

2

COMING TO TERMS

Objective:
To define sex-role stereotyping

Time: 15-20 minutes

Grouping: Individual; small groups of 4-6; large group

Materials:
Participant Manual worksheet: "To Begin: Definitions"

Newsprint paper

Felt tip pens

Tape

Space Arrangement/Preparation
Have participants seated around tables, four to six at each table. Give each group a sheet of newsprint and a felt tip pen.

Explain: Throughout this training, we will focus on the real, potential and assumed female and male roles in our society. We will explore how these roles have emerged, how they are taught, how they are changing. Two terms we will use are sex-role stereotyping and sex discrimination.

Instruct participants to fill out the **Participant Manual Worksheet:** "To Begin: Definitions."

After 5 minutes, instruct them to share their definitions with their small group and begin working on a definition for each term that they all agree is comprehensive and accurate. Have them write on the sheet of newsprint.

Allow 5 minutes for the group definition. Then have them tape their definitions to the wall and share them with the large group.

After all the definitions have been posted, encourage discussion, questions among the group.

- How are the definitions you came up with similar?
- How are they different?
- Which are the key concepts that we would like to adopt as a group?

Have the group adopt definitions they will operate from for the rest of the session. Leave the definitions posted throughout the session. When appropriate, refer back to them.

Take up the individual participant worksheets. Look them over after the training session to get an idea of the general level of awareness of the participants (for example, do they tend to list only the most obvious illustrations of sex-role stereotyping, or do they include more subtle variations; how many have taken actions to counter sex-role stereotyping in the past few weeks?). The results can help you determine the proportionate amount of time to spend on general awareness and on practical problem-solving activities in the following sessions.

3

BUILDING IMAGES

Objectives:

Define sex-role stereotyping

Describe some of the effects of sex-role stereotyping

Describe the changing roles of men and women in society and some of the possible positive and negative consequences

Time: 40 minutes - one hour

Grouping: Small groups of 4-6; large group

Materials:

Large butcher paper figures (1 for each small group)

Felt tip pens

Tape or glue

Magazines

Space Arrangement/Preparations:

See Session Preparation section for instructions on making butcher paper figures, and for suggestions for magazines. Have participants seated around tables, four to six at each table. Have the magazines stacked in three categories: female, male, both.

Explain: We are going to begin to explore in more depth our definition of what is masculine and what is feminine. All of us define ourselves, in large part, in terms of our sex and the roles and characteristics associated with it.

The point of this exercise is to describe what our culture has *traditionally* defined as the "true male" and the "true female"; to identify some of the positive and negative aspects of each gender definition; to find some examples of ways these stereotypes are reinforced in our media; and to look at ways these stereotypes are changing.

Instruct the participants to remain in their groups of 4-6. Provide each group with one of the male or female butcher paper figures, several felt-tip pens, scotch tape or glue, several pairs of scissors. Be sure to distribute male and female figures evenly.

Explain that they are to begin building their stereotyped person by listing all the positive qualities/roles/characteristics/attitudes that have come to be associated with their figure on the plus side of the figures. (Example for the male figure: he is brave, successful, etc.)

Next, they are to write down all of the negative qualities/roles/characteristics/attitudes that are associated with their figure (e.g.,the male is brutal, selfish, etc.). Encourage *all* the participants to write on the figure, preferably in large bold print (or to draw, if they prefer to symbolize qualities), so that when the figures are taped up for discussion the words/symbols can be read across the room.

After the participants finish writing (10-15 minutes) instruct them to select from the stack of magazines aimed at the sex of their figure. They will choose several magazines to take back to their table, and as a group select pictures/words/images that reflect or expand upon the concepts they wrote on their figure, cut them out, and tape them on the figure on the relevant side (plus or minus), making a collage.

Allow about 20 minutes to complete the collages. As groups finish their collages, tape them up around the room. If possible,

keep the female collages together and the male collages together, for comparison. Have a representative from each group present their collage, noting important points, things of interest that happened as the collage was being created. After the reports, ask:

What similarities do you notice among all of the female images?

What similarities do you notice among all of the male images?

Are there any similarities among the male and female images?

What are the major differences between the female and male images?

How easy or difficult was it to find support for the traditional images among the media?

Did the media allow for any ethnic or cultural differences, or were the images fairly uniform?

How realistic are these images? Do you know anyone that fits them?

What kind of pressure do you think these images put on all of us — young and old? How do they relate to our self-concept formation?

What causes these images to remain so strong in our culture? Whose interests do they serve?

After the discussion, briefly discuss the fact that new images are emerging now — that the various "people's" movements (e.g., feminist, Black, Chicano, etc.) are causing us to reassess our old images and create new ones. The images of the "new" man and the "new" woman are emerging.

Instruct participants to go to their collages and cross out or take off images that are now being negated by the new images, and to add words/images/pictures that reflect the new images.

Allow 5-10 minutes. Afterwards have them gather around and discuss:

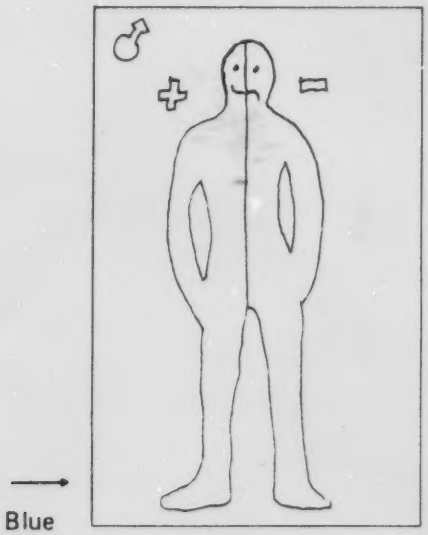
What changes were made on the female image? The male image?

Which had the most changes? How would you explain that?

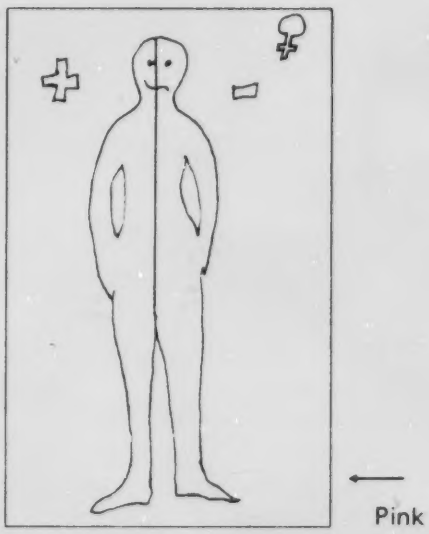
Could you, or would you be able to find much support in the media for the new images?

What changes do you consider positive and negative?

Are the female and male images beginning to share any traits/characteristics? Are they beginning to overlap more?



Blue



Pink

4

LOGICAL CONCLUSION

Objectives:
Define sex-role stereotyping

Identify ways in which stereotypes are taught in schools, family, community, media.

Describe some of the effects of sex-role stereotyping

Time: 10-20 minutes

Grouping: Small groups of 4-6; large group

Materials:
Game cards: "Logical Conclusion" (one card set for each table).

Space Arrangement/Preparation:
Have participants seated around tables, four to six at a table with a cleared area for playing.

Distribute a **set of cards** (2 decks of 10) to each table of participants. Instruct them to clear a space to play a card game. Tell them not to begin until you finish the instructions.

Explain: The stereotyped images that surround us cause us to develop some unconscious attitudes about women and men. These attitudes ultimately result in different treatment and behavior toward each sex.

Give instructions: There are two decks of cards to play the game. One deck has sayings from well-known people about the characteristics and attributes of women. They are examples of the stereotyped attitudes that we have inherited. These were taken from *Bartlett's Book of Quotations,* found under the heading of "women". The reason there are no quotes about males is because there was no heading "man" — it was cross-referenced to "humanity" and did not have any quotes on men in particular.

The second set of cards has descriptions of situations in education or at work. All of the situations described are real.

Your task is to match the situations with the attitudes that underlie them. Each attitude card has a matching situation. You are to work together as fast as you can. Signal when you are finished. After your group has finished matching the cards, check the numbers on the back to see if you got the correct matches.

Start the race. Be sure participants do not match by the numbers on the back. After all groups have completed the matching, ask:

Did you find it hard to match the situations with the attitudes?

Do you think the situations are realistic?

Do you think any of the situations would change if they involved a person of a different ethnic group?

Have you heard of other examples of situations that reflect the attitudes on the cards?

How can we get ourselves out of this "Logical Conclusion" bind? What can be done to combat the stereotyped assumptions?

5

CHANGING ROLES

Objectives

Describe the changing roles of men and women in society and some of the possible positive and negative consequences.

Describe some of the legal and social forces producing sex-role changes.

Time: 30-45 minutes

Grouping: Large group; small groups of 4-6

Materials:

Filmstrip/tape: "Which Comes First?"

Participant Manual Worksheet: "Which Comes First?"

Filmstrip projector

Cassette recorder

Screen

Space Arrangement/Preparation:

Have participants remain at their tables, facing the screen.

Introduce the Activity: We've been exploring many of the traditional images held for women and men. Let's view a filmstrip that tries to put some of the changes in those traditional images in perspective.

Show the **filmstrip.** After it is over, instruct participants to work in small groups to fill out the **worksheet:** "Which Comes First?" Go over the worksheet directions with them. Allow 15-20 minutes.

After all groups have finished their discussions, ask:

What are some of the major causes of change in our roles according to the filmstrip?

Do you agree? Disagree?

Can you think of other factors affecting our role definitions?

Were you able to come up with specific examples and causes for change in your worksheet? What are some?

6

HOW WE STAND

Objectives:

Define sex-role stereotyping

Describe the changing roles of men and women in society and some of the possible positive and negative consequences

Identify ways in which stereotypes are taught in schools, family, community, the media

Identify some of our own behaviors and attitudes that are based on sex-role stereotyping

Time: 20-30 minutes

Grouping: Large group

Materials:

None

Space Arrangement/Preparations:

A large cleared space in the room with enough space for the participants to move from one side to the other.

Explain: We have explored some of the traditional images and experiences of females and males, and discussed some of the changes that are occurring in role definitions. Let's see how these translate to our expectations of young people.

We are going to do a then and now exercise, looking at attitudes held toward boys and girls when we grew up and attitudes we hold now.

For this exercise, I am going to read a series of statements. You are to move to the *right* side of the room for each statement that reflects attitudes either held by adults when you grew up or held by you now, and move to the *left* side of the room for each statement that does not.

For each statement, reflect for a moment before moving. Remember there are no "right" or "wrong" answers—we are trying to explore the roots of our attitudes and see which we have chosen for our present lives.

Read each of the following statements twice: the first time to reflect "then" (attitudes adults held when they grew up), the second time to reflect "now" (attitudes that they hold now). Allow time for participants to move in response to each statement. If there is a large shift from "Then" to "Now," stop and ask: *What do you think has caused the change?* If there is a fairly even split, ask a few on each side to explain the reason for their choice.

The items for the exercise are:

- Competitiveness in girls is to be discouraged, since this will cause problems for them later.
- Boys should do all physical tasks (yard work, carrying, moving furniture, etc.).
- Discipline for girls should be more lenient than for boys, and non-physical.
- Boys should protect girls.
- Parents and school staff should encourage boys and girls to identify with traditional masculine and feminine role models.
- Boys who are not competitive are to be encouraged to change.

- Girls should be more cautious than boys, as they are not able to defend themselves.
- Boys should know how to fix things and how to fight.
- Girls should have less freedom than boys, as they need protection.
- Boys should not hit girls, no matter what.
- Girls should be discouraged from involvement in competitive athletics, as this will hurt their chances with boys.
- It is more important for a boy to get a college education than for a girl.
- If you have to make a choice, boys should be given more physical education opportunities than girls.
- Girls should be steered away from interest in mechanics and building careers.

At the completion of the exercise, discuss the findings:

Which attitudes changed most from then to now?

How would you explain those changes?

Which ones were more resistant to change?

What are some of the reasons those attitudes have remained the same?

Which changes cause you concern?

7

EXPECTATIONS

Objectives:
Define sex-role stereotyping

Describe some of the effects of sex-role stereotyping

Identify some of our own behaviors and attitudes that are based on sex-role stereotyping

Time: 30-45 minutes

Grouping: Large group; small groups of 4-6

Materials:
Film: *Expectations*

Worksheet: "Expectations"

16mm film projector

Screen

Space Arrangement/Preparation:
Participants at tables, four to six at a table; set up the film projector and screen.

Introduce the film: We want to show a film called *Expectations*. This film is a series of scenes illustrating some of the subtle ways that expectations color our daily activities. Sometimes, as the film illustrates, things happen to make us "stop" and recheck our assumptions.

Show the **film.** Instruct participants to use the **worksheet** "Expectations" to guide their discussion of the film in small groups after viewing. Allow 15-20 minutes for the small group discussion. Then ask some large group discussion questions:

Which of the scenes did you feel was most effective/impactful?

Which were the most difficult to understand or explain?

Do these situations and sentiments cross ethnic lines?

How did you feel about the film as a whole? Did it cause any new awareness? Realizations?

8

UNDERSTANDING TITLE IX

Objective:
Describe some of the legal and social forces producing sex-role changes

Identify and describe alternate behaviors/situations to counter sex-role stereotyping

Time: 30 minutes

Grouping: Five groups: no more than four to a group; large group

Materials:
Participant Manual articles: "Summary of the Regulations for Title IX" and "Litigation Issues."

Participant Manual worksheet: "Understanding Title IX"

Space Arrangement/Preparation:
A worktable for each group

Explain: A number of laws and mandates have been passed to equalize the opportunities and treatment of women and men. One that affects us as educators is Title IX. It is important that we understand the spirit and the application of the law so that we can work within its guidelines in our school districts.

Instruct the participants to divide into five groups, with no more than three-four to a group; or if there are more than 20 participants, divide into ten groups, with three to a group.

Explain that they will be reading two articles and recording information from them so they can report to the total group.

Each of the five groups will be responsible for finding information on two categories of the law (or each of the ten groups will find information on one category.)

Refer them to the **Participant Manual worksheet:** "Understanding Title IX" and to the two **articles** "Summary of the Regulations for Title IX" and "Litigation Issues." Have each group select the category(ies) they will report on.

Allow 10-15 minutes for the groups to find and record the information from the articles. Ask each group to report their information to the large group. Encourage questions across groups.

9

WHAT ARE YOU GONNA DO?

Objectives:

Describe some of the effects of sex-role stereotyping

Identify ways in which stereotypes are taught in schools, family, community, media

Identify some of our own behaviors and attitudes that are based on sex-role stereotyping

Identify and describe alternate behaviors/strategies to counter sex-role stereotyping

Time: 30-40 minutes

Grouping: Small groups of 4-5; large group

Materials:

Problem Cards: "What Are You Gonna Do?" (16 per set; 5 sets)

Newsprint

Felt tip markers

Space Arrangement/Preparations:

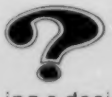
Participants seated around tables.

Introduce the activity: Now that you have some idea of the spirit of the law, let's see how you would apply that knowledge in some day-to-day situations.

We are going to do an "In-Box Simulation Game." Each table will receive 7 situations about which they must make decisions. For each situation, you are to assess whether or not there is an infringement of the law. If the situation does not reflect an infringement of the law, to what degree does it perpetuate stereotypes that lead to illegal actions? As the person in the role designated on the card, what will you do? What action will you take? What will you say or do to the person(s) involved in the situation?

Make your decisions as quickly as possible. Write them down on newsprint. When you are finished, tape your decisions on the wall. Another group in the room will be working on the same problems, so compare your decisions when both are posted.

Give each table 7 **problem cards**, some newsprint and felt tip markers. Allow 15-20 minutes for them to complete their work and post it. After all decisions have been posted, have groups who worked on the same situations compare their decisions.



Ask each group to describe the situations they had the hardest time making a decision about:

Which situations were the hardest to deal with?

Would any of them change if they involved a person of a different ethnic group?

What were your most innovative solutions?

Can you think of other examples within your school that have happened? What could you do?

10

STOP. LOOK. LISTEN.

Objectives:
Define sex-role stereotyping

Describe some of the effects of sex-role stereotyping

Describe the changing roles of men and women in society and some of the possible positive and negative consequences

Time: 15 minutes to view filmstrip, 15 for discussion

Grouping: Large group

Materials:
Filmstrip/tape: "Stop. Look. Listen."

Participant Manual Materials: poetry booklet and worksheet: "Stop. Look. Listen"

Filmstrip projector

Cassette recorder

Screen

Space Arrangement/Preparations:
People seated at tables or wherever they can see the filmstrip and take notes (they'll need a writing surface).

Introduce the filmstrip: It is important to listen to students and know the assumptions and pressures they are operating from. The filmstrip you are about to see is composed of statements, art and poetry produced by students aged 8 to 18. They are responding to questions the narrator posed. The male voices are reading statements made by male students; female voices are reading those made by female students.

Show the **filmstrip.** Then ask participants to seat themselves for a large group discussion. Tell them to refer to the **poetry booklet** as they need to throughout the discussion.

What was your reaction to the filmstrip?

What statement or poem affected you the most?

How accurately does the filmstrip reflect the views of students you know?

Are the stereotypes reflected in the filmstrip any different from the ones you grew up with?

What observations did you make about the statements?

What positive statements about males were made by males?

What negative statements about males were made by males?

What problems in male-female relationships caused by stereotypes emerged in the filmstrip?

What would either sex like to change about sex-role stereotypes for females? For males?

Do you see any evidence that such changes are occurring?

11

SELF-STUDY

Objective:
Identify and describe alternate behaviors/strategies to counter sex-role stereotyping

Time: 5 minutes

Grouping: Large group

Materials:
Participant Manual Follow-up Self-Study Materials

Space Arrangement/Preparations:
None

The training package includes some self-study materials for participants to take home with them and use for continued exploration. Before they leave, briefly go over the materials and explain how they can be used. The follow-up materials include the following:

- **Media Analysis Sheets.** Worksheets are provided to analyze television shows, newspapers, and billboards in terms of their messages for and treatment of females and males. These can be used over a period of time to establish trends, or they can be shared with friends or colleagues to use and then compare results of the findings.
- **Evaluating Sexism in Your School.** This form can be used to gather information on their school's standing in terms of treatment of males and females in education. Although they may not be able to gain access to all of the information requested (e.g., statistical information on employment patterns, etc.), the categories of information may help raise their level of awareness of important factors to look for in providing equal education. In addition, the information they will be able to gather on their school(s) will help them establish priorities for action.
- **Articles on Sexism in the Schools.** Several articles are provided to give an overview of issues and concerns regarding sex-role stereotyping in the schools. Participants are encouraged to read these and share them with their colleagues.

SCRIPTS

FILMSTRIP SCRIPT
"WHICH COMES FIRST—THE PERSON OR THE ROLE?"

To coordinate visuals and audio, start on the frame of the Together We Can logo and change frames at each tone of the audiotape.
(Key: Visuals in **boldface;** *audio in medium type.)*

Together We Can Logo.

MUSIC. / Goes with this and next 2 visuals.

Male and Female Eggs.

Male and Female Eggs with Cracks.

Male and Female Eggs with Severe Cracks.

Whew! That bussel was getting tight!

Man, that tie was choking me to death! /

Persons Peeking Out of Eggs.

Who **are** you????

Title: Which Comes First?

Title: The Person or the Role?

MUSIC / /

Eye.

Who are **you**? You are a person with a special set of talents, skills and values. You like to be recognized for who **you** are, not who someone else thinks you **ought** to be./

Free-form.

You cannot be pegged. No standardized form could possibly fit you. /

Labels.

No one can accurately describe you with a generalized label. /

Star.

You are unique. You deserve special respect and consideration. And you deserve the encouragement and support to search from among life's options for your special contribution...your special place. /

Galaxy.

This is true for you, and it is true for the students you work with. You are working with human potential — potential that, in many ways, has gone unexplored in the past because of a number of boundaries that we lived with. /

Male/Female boundaries.

Among the boundaries that we have experienced is the limiting of options for participating in life's activities according to sex. In the past, men were assigned a certain range of activities and women were assigned another range. /

Crops.

In many ways, these assignments were practical. Our technological sophistication was limited and we had to work very hard to make our living from the land. Large families were needed to help form and shape and draw the resources from the land. /

Hands and tools.

This need to increase the number of helping hands was a predominant factor in determining the social roles people could play. /

Biological pathways.

Biology was destiny, for the most part. /

Woman nursing.

Women spent a large number of years of their lives bearing children. And their biological link to the children continued after birth. They nursed the children for extended periods of time. /

Female in house.

This biological role led to a practical social extension. Since the bearing and tending of infants limited women's mobility, it was logical that they be the ones to stay near or in the homes to tend to the other functions there. /

Food preparation.

Therefore, women came to be in charge of the food preparation and some of the food gathering and cultivation. /

Clothing care.

as well as the making and mending of clothing and the education of the children who were too young to work. /

Men following paths away from home.

Men followed a different, but complementary path. There were two biological factors that helped determine their social roles. One was the fact that the reproduction process did not curtail their mobility. .Therefore they were the ones to go out from the homes /

Hunting, law, inventing, and governing.

and participate in the other activities needed to help maintain things . . . such as hunting, fighting, governing, inventing, and holding community jobs. /

Man with ax.

Another biological factor that helped determine men's contributions was physical strength. Their muscle power was extremely important in a technologically embryonic world. Although women contributed in the physical domain, it was primarily men who engaged in heavy labor. /

Buildings/City.

They were the ones to dig mines, change the shape of the land, and erect buildings. /

Male/Female Yin/Yang.

Men and women together formed a social|structure that made the most of each other's biological strengths. Each gender learned special skills and sensitivities from operating in their domain. And through time, they came to form their identities on the basis of their social role performance. /

Gender Tablets.

It was from the framework of this gender division of labor and roles that the main body of our social and political history was written. CLOCK TICKING /

Merging Role Tablet.

Today we are writing new chapters in our history, and much of it departs from our previous patterns. The changes we are experiencing in male and female roles touch deep at our historic roots. /

Why?

They cause concern and confusion among some; excitement and vitality among others. But, for all of us, the changes call for an attempt at understanding. Why all these changes? Why don't things just stay the way they were? Why? /

People dreaming.

Because humans, by their very nature, are curious and creative. Because they imagined being free from limitations imposed by biology and the natural forces. /

Inventions.

Because many questing human minds made inventions and had ideas that have caused major social changes. These changes are complex and interrelated — and may, at first glance, appear to have little to do with our role identities. /

Pebble in water.

But just as the pebble entering water causes far-reaching ripples, so does any change in our social system cause far-reaching effects. The foundations of our social and economic structure have shifted... and with the shift, a whole new criteria for determining roles and contributions has emerged. /

Category symbols.

Let's look at the categories of change that have contributed to our present role reassessment. They are: technological, economic, sociological, and legal. /

Primitive tools.

Technology, in many ways, is redefining our lives. Throughout history we have used tools to help improve our chances for survival. We began by using them to improve our efficiency in providing the basic needs of food, clothing and shelter. /

Whirlwind.

But we have gone much beyond that. In the 20th century we have created a whirlwind of invention that affects our daily lives and attitudes. Some of the major results of this technological burst are: /

City/agriculture scene.

We no longer spend the major portion of our lives directly involved in subsistence activities. We have shifted from a rural to an urban society and a small portion of the population now produces the needed survival goods for all of us. /

Communication specializations.

The concept of specialization has emerged, resulting in job diversification and a wider variety of ways to earn a living. This means people have more of a chance to match their personal skills and interests with their occupational choices. /

Machine power.

As machine power has become more available, we

have become less dependent on muscle power to do our work. As a result, physical strength is no longer a major criteria in most jobs, thus making those jobs available to a larger portion of the population. /

Modern transportation.

Modern transportation has greatly increased our mobility, so that our work territory has expanded as well as our exposure to cultural variations. This mobility, plus the vicarious mobility we experience through the mass communication systems, allow us to see and experience many different options in life styles and values. /

Doctor, medical equipment.

Improved health and medical care have dramatically reduced infant mortalities and increased the average life span. /

Baby bottle and food.

In addition, medical advances have decreased the biological ties that originally created the irreplacable child-mother dependency. Formula milk and foods have made it possible and safe for others to share in the child nourishing process. /

Male feeding child/Female out of home.

A woman's mobility is no longer automatically curtailed due to childbirth — and a man need not be automatically excluded from infant care for lack of certain biological assets. /

Inflated $.

Our economic evolution has been another factor contributing to the change of roles for men and women. Our standard of living has consistently improved, but along with it has been an ever increasing cost of living. /

Female from home to institution.

Families are finding it more and more difficult to support themselves on one salary alone, as tradition decreed. Women are, by necessity and by choice, moving into institutions outside the home to make their contributions and their living. /

Female with paycheck.

Recent figures indicate that 43% of all married women work. /

Female evaluating size of family.

Transformations in our social and family patterns are also contributing to our role changes. One important change is in the size of families. Better health care, family planning, and the zero population growth campaign, supported by increased contraceptive knowledge and availability, has led to a new social fact: /

Pregnant female — comparative statistics.

women are having less children, and are thus spending fewer of their years in child-bearing and tending. Whereas in 1890 women had an average of 5.5 children, that number had decreased to 1.6 in 1977. /

Path of life — % of time in childbirth.

Given that women have an average life span of 74 years now, this means that they will spend only two years, or 3% of their total life span bound by the reproductive tie. /

Path of life — no children.

One aspect of this trend is an increasing number of families who are choosing not to have **any** children — which leaves 100% of the woman's life open to non-mothering activities. /

Single female.

Another emerging social phenomenon is the single woman. Whereas before it was assumed that a woman's livelihood would be provided by a male, this is less and less true now. /

Male/female life spans.

Because of the high number of stress-related diseases and deaths that men suffer, women often outlive their mates by 6-8 years. /

Female with children and bread.

In addition, there is a climbing divorce rate that results in many women being primary breadwinners...either for themselves alone or for their children. As of 1973, 42% of the female workers were single, widowed or separated, /

Women workers.

and one out of every 10 women workers were heads of household. The old notion that "You don't need a job...or "You don't need a good salary, because you don't support a family" — is no longer true. This fact of life has broad implications for the economic support for the children in our society. /

Courthouse.

Our legal system has responded to many of the social changes we have been experiencing. Because our traditions tended to lag behind our social

realities, laws were passed to help create a new support system. /

Scales of justice balancing male/female rights.

Laws and court cases have dealt in two major areas to break down stereotypes about proper role functions. One area deals with women in the work world, and the other area deals with men and child care. /

Scroll of laws.

Since 1962, several laws have been passed to protect the right of women to work in institutions outside the home. All of them prohibit discrimination according to sex and attempt to assure that employment patterns and rewards, as well as educational opportunities, are not determined by sex. /

Father and children.

In the past few years, men have been given more consideration in their requests to care for and rear their children. Traditionally, in cases of divorce, it was automatically assumed that custody and care of the child or children would go to the mother. Many fathers began to question and protest this automatic assumption and took their cases to court. In a growing number of cases, they are receiving sympathetic hearings from judges. /

Eyes regarding the individual.

In all of this recent legal activity, guidelines are being set for making decisions based on the qualifications and competencies of individuals, as opposed to assumed and stereotyped sex roles. These legal cases are encouraging people to look at the facts in individual situations and make judgments based on observed realities. /

Taking off masks.

All of these technological, social, economic, and legal changes have profound implications that touch our everyday lives. They are causing us to shed our automatically assigned role masks and to look at ourselves and at others as individuals...with unique talents and skills and contributions. /

Galaxy.

We are at a point in history, as never before, where we can tap the potential of each individual, and thus live in a much richer and stronger society. /

Eye.

Who **are** you? You are that special person who makes a difference in the lives of young people. You are the one who can help them discover and nourish their unique strengths. /

Uniform eggs.

You can help them crack through the assumptions, barriers, and stereotypes that limit their freedom and growth. You can help them see themselves and others clearly, free from roles that don't fit. /

Freed-up eggs.

You can help make good eggs out of all of us! / / /
MUSIC. Continuous through credits, disclaimer.

The Beginning.

Credits.

Disclaimer.

Background Music Credits:

Portions of the following selections from the album *Stone Flower* by Antonio Carlos Jobim: "Stone Flower"; "Children's Games"; "God and the Devil in the Land of the Sun." By CTI Records. Also, portions of the selection "Cement City" from the album *Hurtwood Edge* by Tim Weisberg. A&M Records.

FILM SCRIPT:
EXPECTATIONS

Opening: Collage of ads, cartoons, comic books, events that depict stereotyped images and expectations of males and females.

Title: *Expectations*

Credits: Produced by Levie Isaacks,
Richard Goodman.

Written by Sydney Slye.

Directed by Diana Vela.

Collage: Sequence of school stereotypes

Classroom Scene

Teacher (Enthusiastic and energetic): Our community is made up of some very special people. These people have some very important jobs that they do which help us. What do you think some of these jobs might be?

Child #1: A doctor.

Teacher (Writing doctor on the board): Good!

Child #2: Lawyer.

(Teacher continues to write these professions on the board and verbally supports the children for their answers.)

Child #3: A secretary.

Child #4: Mailman.

Child #5: Nurse.

Child #6: Pharmacist.

Child #7: Dentist.

Child #8: Well, aren't my parents important?

Teacher: Why of course they are.

Child #8: Well, I don't see their jobs up there.

Teacher (Realizing what she has done): Why . . . you're right. There are a lot of jobs we haven't listed. What do your parents do, honey?

Child #8: My mom fixes telephones and my dad cooks.

Teacher (Writing them on the board): Those are most important jobs. Would any of the others like to tell me what your parents do?

(The kids get excited and everyone raises their hands.)

Collage: Women and children stereotypes, ads.

Park Scene

A mother is pushing a baby carriage in the park. Her daughter is skipping along beside her, then off and around trees to explore.

Cut to: Two people on a park bench, an older man enjoying the sunshine and a young woman reading a book.
Cut back to: Mother and children crossing bridge. Daughter runs ahead and falls downstairs. She begins crying. Mother reaches down to get the baby, looks conflicted, takes baby in arms and begins rushing to daughter.

The older man approaches her, says,"May I?" and holds his arms out for the baby. The woman looks grateful, hands him the baby, and rushes on to tend to her daughter. The man plays with the baby.

Cut to: The woman smiling at the man.

Collage: idealized mother-daughter ads; pretty girl = marriage; smart girl = lonely wallflower ads

Mother-Daughter Scene

(A young woman in the kitchen fixing supper, while her mother sits, paying the bills at the kitchen table.)

Mother: Honey, God knows what I'd do without you. (Girl smiles sweetly.)

Mother: ...Always helping out—never a whimper. Got myself a gem—two gems, you and your sister Emilie. (Silence)

Mother: When is that sister of yours due back here?

Girl: I'm not sure, Mama. I think pretty soon.

Mother: Good.

Girl: I think everything's about ready. I'm gonna go study before supper — okay?

Mother: Fine, honey.

(The older sister, Emilie, arrives and begins to taste and stir the food on the stove. The mother is talking to her from the kitchen table.)

Mother: School going good?

Emilie: Yes mom.

Mother: Good grades — doing all your work?

Emilie: Yes.

Mother: Girl, you got one good head on those shoulders and there ain't one good reason you can't just do whatever you have a mind to — you know what I mean?

(Emilie turns, nodding her head slowly.)

Mother: You got the brains, girl. You're gonna go to college. Isn't that what that counselor said?

Emilie: He said I have potential.

Mother: Well, all you've gotta do is reach out and get that scholarship.

(Cut to: The younger sister, Cara, has overheard the conversation in the kitchen. Her facial expression is one of hurt, dismay and confusion.)

Emilie: Mother, I can't leave. What will you and Cara do?

Mother: Why, we'll just do what we've been doing. Besides, Cara's such a pretty girl...we'll do just fine. You've got to reach out and be somebody. This family needs a *somebody*.

(Cut to: Cara looks away as her sister walks out of the kitchen. Emilie sees the expression of hurt on Cara's face. Emilie's face registers her regret and fondness for her sister.)

Emilie (softly): Cara.

(Cara looks up at her sister.)

Emilie: Hey babe, Mama don't know what she's saying. You know?

(Cara looks kind of lost as to what she's saying.)

Emilie: Look, I don't care about who's smart and who ain't. It's some big deal or something to Ma. It just is for some reason or something. Do you see?

Cara: I don't know.

Collage: Successful businessman ads; well cared for wife; material wealth stereotypes

Businessman Scene

(The man in the business suit is standing at his desk. He looks especially hurried as he flips papers around on a desk, pulling out drawers, etc. Suddenly, the phone rings and he picks it up. Now, there will begin a three-way conversation between the man, his wife and his mother. The camera will cut between the man and his wife and the mother at the end.)

Man: Yes.

Wife (Sitting in bedroom): Dan, Mother's here now. She wants to talk with you.

Mother (on extension phone): Dan?

Man (Still going crazy at his desk): Hello Mother.

(Looking at his watch and trying to listen intently)

Did Jan tell you that Leslie won the sports award for her grade?

Mother: Oh heavens, that's wonderful. For the boys too?

Man (Looks proud): Yes, of the boys and girls.

(While Dan is talking, his secretary opens the door quietly and points to her watch, silently mouthing the time. Dan looks up and nods.)

Wife: Mother, Dan and I started the most incredible diet — really good for you. We feel great.

Mother (Laughing): Well, I hope it's not one of those diets where you don't see any meat at the table.

Wife: Oh, of course not, Mother.

Mother: Well, good. Dan needs something special to go on. (Laughing) He doesn't even know he can go on 6 cylinders rather than 8.

Mother: Dan, how is work?

Man (very distracted): Fine, just fine.

Mother: I know you must really be happy.

(The man pauses, looks caught and confused, as if suddenly realizing the trap he is in.)

Collage: Ads for glamorous dress; shopping; store sign "Our job is pleasing you ..."

Store Scene

(A young woman dressed in poncho and boots is standing a bit back from the counter in a Dept. Store. The man in front of the young woman is being helped by the saleswoman. Just as the saleswoman finishes with this man, another man walks up to be helped. The saleswoman very smoothly and easily moves toward the man, addressing him politely. She ignores the young woman.)

Saleswoman (To the new man): Hello, may I help you?

Man (Motioning to the woman): I believe this young woman was here before me.

The woman smiles to the man in thanks. The saleswoman looks a bit disturbed, and turns reluctantly to help the young woman.

Collage: Chivalry cartoon; glamor figure ad

Bus Scene

A city bus is in motion and a young man is sitting in the front section. A woman with two children, a baby and small child, gets on the bus. No seats are left so the teenager gets up. The woman nods her head in thanks. The next stop down, another woman gets on the bus. She is a young, attractive woman. Several look up with interest, then one gets up, offering her a seat. She takes it. Finally, an older woman gets on the bus with several packages. The teenager looks around and realizes everyone is oblivious to her. No one moves to offer her a seat. He holds her elbow to help keep her balance. Then the attractive woman moves, smiles and offers the old woman her seat. The young woman catches the eye of the teenager who has been watching and smiles. He smiles back.

Collage Scene: Maternity ads; waiting lines; delivery room pictures; female nurses.

Examination Room Scene

(A group of interns are in a medical examining room. All attention is being centered on a woman in her early forties who is the professor and residing gynecologist and obstetrician.)

Doctor (Very matter of factly): How many of you have ever had an obstetric exam?

(The women interns raise their hands. The male interns are trying to make some sense out of this.)

Doctor (To the women): You all may dispense with this part of the lecture.

(The women leave.)

Doctor (Pointing toward exam table): Gentlemen, this is a gynecological and obstetric examination table.

(The doctors study the table.)

Doctor: In order to get a greater sense of empathy with your patients, I want each of you to undress and hop up on the table... The men look puzzled and a bit shocked. The young black doctor breaks into a smile when he realizes the necessity and humor involved in this situation.

Credits: (filmed over flashback frames from the scenes)

Cinematographer — Levie Isaacks

Assistant Camera — Don Sassano

Gaffer — Eagle Pennell

Key Grip — Albert Rubio

Cast:

Ricky Santoya
Gloria Black
Tobie Black
Jolene Black
Mildred Olsen
Michael Fairchild
James Summerville
Dennis Ray Palla
Ron Perryman
Richard Ross
Biddy O'Sullivan
Ava Cisneros
Georgiana K. Sims
Sydney Slye
Alice Cisneros
Frank Soliz
Patrick Norman
Danny Moya
Laure' lyne Houston
David Collins
Susan Santoya
Mary Santoya

Musical Score — Nicholas Fryman
Location Sound — James T. Crow
Sound Mixing — Paul Harrison

Cast:
Therese D. Eastman
Karen Coleman
Marguerite Snyder

Editor — Levie Isaacks
Assistant Editors
Lynn Johnson
Biddy O'Sullivan

Cast:
Chris Muldoon
Bill Skinner
Katherine Lyons
Marc Austin

Production Manager — Susanne Moreau
Production Assistants
Marguerite Snyder
Cecyle Rexrode

Cast:
Dexter Bullard
Beverly Kemp
Martha Zucht
Cecyle Rexrode

Advisors:
Glee Ingram
Martha Boethel
Poppy Burton
Judy Corder-Bolz
Barbara Kihnel
Susan Lee
Becky Zuniga

Cast:
Karen Kuydendall
Henry Williams
Michael Austin
Michelle Moreau
Gloria McPhaul
Sam Barzilla

Disclaimer:
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Cast:
Hodges E. Calvert
Chena Capryce Calvert
Willie Calvert, III
George Sims
Deborah Patterson

Produced for "Together We Can," a multi-agency project coordinated by the Region XIII Education Service Center, designed and developed by the Region XIII Education Service Center, the Austin Womens Center, and the Southwest Educational Development Laboratory, Austin, Texas, 1977.

Special Thanks to: Harris Elementary — Austin Independent School District

Cast:
Marguerite Delvaille
Jeff Arambula
Darlene Arnold
Teresa Barnett
Louis Birdsong
Sherry DeWitty
Melissa Garcia
Leslie Hathaway
Scott Love
Troy Ridley
Carl Ross
Lisa Ann Goodman

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A GOODMAN ISAACKS AND VELA PRODUCTION

Credits for Collage Sequences:
Cover of *My Only Love*. Charlton Publications, Inc. Derby, Connecticut.

"Smart Managers Want Smart Managers" American Management Services, Denver, Colorado.

"Charlie" by Revlon, New York.

Crayola, "The Quiet Toy," Birrey and Smith, Inc., Easton, Pennsylvania.

Drawing by Wm. Steig, "Macy's is Closed." © 1949, 1977. The New Yorker Magazine, Inc.

"Batman - Exploding Bridge." Copyright © DC Comics, Inc., 1977. New York.

"The Bride Game" by Selchow and Righter Co.,Bay Shore, New York.

Virginia Slims, "You are no baby, baby" and Marlboro, "Come to Marlboro Country." Phillip Morris Co., Richmond, Virginia.

Andy Capp cartoon by Smythe. 1977 Daily Mirror Newspapers, Ltd. ANDY CAPP® Dist. Field Newspaper Syndicate.

"THE FAMILY CIRCUS" by Bil Keane. Reprinted courtesy The Register and Tribute Syndicate, Inc.

"Misty" for Highland Mist Scotch Barton Brands.

FILMSTRIP SCRIPT:
"STOP. LOOK. LISTEN."

To coordinate visuals and audio, start on the frame of the Together We Can logo and change frames at each tone of the audiotape.

(Key: Visuals in **boldface;** *audio in medium type.)*

Together We Can logos.

Red/black checkerboard. Title: Stop. Look. Listen.

Stop.
Look. And
listen . . .
to the young people around you.
You will find treasures of knowledge
in them. /

Boys and girls, pond and bird.

They talk to us in prose and in poetry,
in colors and in lines, to tell us what
they perceive as
the benefits
the barriers
the feelings
the possibilities
and the hopes
of being female and male in our society
today. /

Boys and girls, rainbow.

They speak frankly, cleverly and eloquently for the range of attitudes and possibilities that we all experience. They bring us fresh images. Let's listen, look and learn from them /

Abstract colored geometric design.

What's the best thing about being a girl? The best thing about being a girl is . . . . /

Girl and baby in crib.

Being sweet.

Being pretty, loving, smart, kissing, taking care of.

You're the main one to raise a family. /

Girl with two-way sign.

You can wear a dress or pants. You can like flowers, play dolls or tennis or softball, wear perfumes and makeup, have long hair.

Being able to play baseball and also dolls without being laughed at. /

Boy and girl in field of flowers, welcome sign.

We don't have to ask boys for dates or pay. We just sit back and enjoy.

Having your husband buy Southern California for your garden. Taking a walk hand in hand. /

Pot of gold on stove in kitchen.

In the kitchen
there is a pot of gold
cooking. /

Abstract colored.

What's the best thing about being a boy? The best thing about being a boy is . . . . /

This is Freddy.

You can do rough things.

Kissing Phyllis.

You don't have to wear a shirt all the time.

When we do art and poems and play baseball. /

Boys rowing, playing basketball, on motorcycle.

You get more privileges earlier.

Much easier to get a job and make more money.

Boys are good at chasing girls. We can run faster than girls.

Boys don't have to get their ears pierced. /

Football player.

You're not a girl. You can play football, you're tough.

Boys are stronger than girls and they don't have to wear dresses.

You're accepted easier, you can't get pregnant, you can run around more.

Having the responsibility you wanted when you grow up. /

Girl dropping from tree; boy catching.

A boy can climb a tree better than a girl. If a girl was hanging from a tree about to fall I would save her life from getting something broken. /

Police car, gold, headless body.

In my room
there are football players

with trophies
police with trucks
farmers with gold. /

Abstract colored.

What's the worst thing about being a girl? The worst thing about being a girl is. . . /

Male telling female with broom to clean the house.

Cleaning house, washing dishes, being bossed around.

Girls can't climb trees like boys; can't run faster. /

Snow White.

I cannot run
it is not ladylike
I cannot wear jeans
they are not feminine
I cannot go out with boys
they are not human
I cannot cry
for I may lose my self-control
I cannot fall in love
for I can't trust anyone
I cannot grow old
for I do not know how to grow up /

Girl and 2 boys in parade, flat, "ouch" "Ha,ha"

People expect so much of you. Always look nice; hair fixed, proper clothes . . . .

Being called sissy. Oh ! hate it!

Boys hit you and push you down and hurt you and pick on you. /

Mournful male and female faces.

There aren't as many opportunities for women or girls as there are for men.

We have all the inconveniences; getting pregnant, the pain of having it.

Gaining all the weight, getting pregnant and the guy leaving. /

Girl with split head, eyes swarming.

I am forbidden the solitude of walking
into a place without
being swarmed with eyes
like bear to honey

I am forbidden the dignity
of being my own person
with only my mind to decide
whatever is to be

I sometimes feel I am to bow
down to a man before I am respected /

Abstract colored.

What's the worst thing about being a boy? The worst thing about being a boy is . . . . /

Boy with yellow arms, holding block of wood.

That girls slap on you and kiss on you.

You are expected to do more work.

You have to bring in wood and be a gentleman to girls. /

Boy in sunglasses, thinking of rows of soldiers.

The possibility of going into the army.

I'm supposed to act tough.

A girl can dress up better than a boy can.

Girls talk about you and hit you but you can't fight girls. /

Stick figures at desk. "Sorry, no positions available."

You're expected to go out and get a job while a woman is not.

Having to prove you are better at things than girls /

Boy falling from cliff with girl watching.

When a boy gets ready to fall a girl can't save him for a girl is not strong like boys are.

You have to propose
to whom you want to marry
and across the threshold
you have to carry
your wife /

Samson crumbling pillars.

The boxer, the construction worker and the man in the army—they're all rugged rough characters.
Can any of them be a hair stylist?
or take care of a baby?
can they do ballet dancing?
or wear a dress or type?
The answer is no,
they can only do rough rugged things. /

Man with baby; collage behind of stereotyped male images.

Macho, macho
what a blight
who's going to feed the baby tonight?

Abstract colored.

What are you told about girls that you don't like hearing? I hate it when they say about girls . . . /

Faces: Jennifer and Christopher.

Girls always expect the best.

Girls use guys.

Girls should be more ladylike.

Girls should clean house, wash dishes.

Girls should be quiet and stay at home. /

Scowling girl face.

Girls should be sweet. I'd rather have them that way, but it's their choice.

Girls should be silent and not voice their own opinions because it doesn't mean as much as boys' opinions do./

Female football player.

Girls are made of sugar and spice and all things nice; some are rotten.

Girls are more emotional and smarter than boys.

Girls can't play sports good; I know a few who are better than some guys I know. /

Girl under tree with flowers.

Girls are sweet little angels, to be taken care of.

Girls should stay neat and clean— as though we should sit under a shade tree and look pretty.

Abstract colored.

What are you told about boys that you don't like hearing? I hate it when people say about boys . . . /

Sallie and Ben faces.

Boys should be kind to ladies.

Boys shouldn't hit a girl; I wouldn't but I'm tired of hearing it.

Boys are conceited.

Boys are supposed to be rough and head of everything. /

Girl telling boy he can't cook.

Boys can't understand a girl's feelings.

Boys can't cook, sew or clean.

Boys always get into trouble.

Boys always take advantage of girls; because it's not always the boys' fault./

Boy on bike, couple.

Boys don't care about other people's feelings.

Boys shouldn't cry or be very emotional when they are really concerned.

Boys should always pay for dates and activities.

Boys should be men; if they're a boy, how can they?/

Abstract colored.

What are the limitations of the typical roles for men and women? /

Boys fighting, girls talking.

Matildas

they sit in their little circle

rapping about what counts the least amount

Maxwells—they throw a punch

as hard as they can

to enrage the frightful foe. /

Male in chair reading Sports magazine.

I'm Maxwell and I work an 8-hour day
I come home
with dirt all over my body
from digging ditches
and hard work like that;
don't get much rest
cause when I get home
the old lady nags me
to fix this or that
later I sit and drink
a cold beer and relax./

Female torn between crying baby and burning pot.

My name is Matilda and
I work in the 5 and 10
I have two kids
One is a year and a half
and the other six months
my husband is a bricklayer for my father
he works all day and when he comes
home I have to have
supper on the table./

Tank and airplane.

Maxwell is my name
I treat everything as a game
Women are only toys
and when I get bored
their sorrows bring me joys
I rule the world
with my powerful gun
and demolish my blockades
one by one /

Woman drying dishes.

My name is Matilda
I stay mostly to myself
for there are many breakables
upon my china shelf
Mother told me never to reveal
my true wants and needs
for this is what man's beast
lives on as he feeds /

Abstract colored.

What if you marched to a different drummer, if you tried to move beyond the stereotypes? /

Poem with hands with watch.

Matilda I
soft
curls
sweet
flowers
satin
lace
exquisite
jewelry
soft
skin
seem
quite
at
home
wherever
she
goes

the
perfect
lady

Poem with couple.

Matilda II
through
many
a
year
she
has
survived
with
her
beauty
which
keeps
her
alive
man
has
kept
her
by
his
side

Poem with woman alone.

Matilda III
now
she
has
escaped
his
beautiful
chains
thrown
away
silk
and
nothing
remains
except
hard
core

now
no
better
than
man

Collage: male shampooing female; male head on female torso.

Some men look down on another man
for washing dishes or being a beautician
the ladies don't seem to mind if a man
does something feminine
If a woman tries to do something masculine
this bothers the men and they try to
put her down

I think the men have the toughest time
with the stereotype /

2 males, back to back; one with broom, one with rifle.

What I want is world peace

but I live in a violent species
what I want is brotherhood but
prejudice is all around
what I want is to be accepted
but it's a snobbish world
but if I be myself
nothing can go wrong /

Girl in field of flowers.

What I would like to do is be myself
around strangers
but I'm too scared to open up

What I would like is to be successful
but I fall on my face every time I try

What I would like is to be someone
that everyone could admire
but all I ever seem to do
is give up the battle when I weaken /

Star.

What I would like is to find
someone who could love me for what I am
but I'm afraid I can't ever find him

What I'll do is
get up every time I fall
learn to admire myself

and try to find myself before looking for him. /

Male football player.

What is competition?
to pit one's skill or might?
Must one be better than another?
Must one prove he's always right?
Nay, the sport is ruined
if the only concern is to win
A person can't just say he tried
He must always say he's **better** than.... /

Boy and girl on beach; she thinking of muscle man.

Why should I prove I'm a better man
than the one she also admires?
Should I strive to make a false advance?
Should I purposely join the liars?
She knows what kind of person I am
And she knows all about "he"
So why should I throw myself to compete
And change what is really me? /

Abstract colored.

We all imagine a better world. Share with us your visions.

Planet with ice cream cones.

The Planet of Funegan

The very bright things
make you very happy
and everyone is nice
they call it Funegan

Because it is fun!
Because it is fun! /

Happiness machine/face.

Night comes once a week
Because everyone is always playing
Ice cream plants are always growing

The most wonderful thing
is a machine
that gives them everything they need
green children live there
and they are all nice. /

Dark figures with weapons.

Pandora

The gods were appalled at man's
activities on earth.

Man was puerile and vile
deceitful and hateful
to one another /

Super Ms. (face of flowers).

the gods resolved to create
some feature to distract men's minds
from these activities.

Thus the gods created woman. /

House of Love

Each god bestowed upon woman
a minute but noble gift
and sent her to earth.

When Pandora reached earth
she relinquished her gifts
for the betterment of all mankind. /

Poem with comet and Pandora.

Pandora II

Since the Great War
Earth had yielded no fruit
Man had vanished for 8 million years.

From Mount Deer of Wisdom
came a ball of curses.

Flash. Fire. Heat. Gas.....Peace.
Figure skimming ground lightly
Pandora II
bringing good to mankind /

Cross and poem.

banishing the wicked curses
to rest forever
tomorrow a new beginning
Earth's one last chance. /

Parachute lady.

One day far from now
A lady will be set upon the earth
to change it from all evil. /

Giant folding people finds baby.

Once upon a time there was a Fierce Giant. This Giant ate people. One day the Giant found a little baby. The baby was very small and thin. So the Giant decided to feed and fatten the baby up before eating it. /

Giant eating baby.

Finally, after the baby grew bigger, the Giant decided it was ready to eat.

But, just as the Giant was sitting down getting ready to gobble the baby up, the baby looked up at the Giant and said, "Da, da." /

Giant, baby and swingset.

Well, nobody had ever said "da, da" to the Giant before and the Giant liked it and began to care for the baby and take care of it.

And the Giant never ate people any more.

The End. /

Sun, cloud, blue sky.

We have learned
that the past dies
with each step forward we take.
Sometimes we lie
dormant in the present
dwelling on what we are missing
and what has died,
when we should be
reaching out to what
is yet to be born. /

People are people no matter what sex.

Children, balloons and credits.

Tree with credits.

Federal grant information.

NOTE: All quotes and poems in this filmstrip were taken from students. The students range in age from third grade to senior high. The quotes were gathered from their answers to questions in a booklet similar to the "Boy" and "Girl" booklet provided with this program. Poems were generated in class sessions led by a poet. She gave them language warm-up activities, and established contexts that encouraged their focusing on the male-female theme.

an
awareness
training program
in
sex-role stereotyping
for
school administrators

PARTICIPANT MANUAL

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

an awareness training program in sex-role stereotyping for school administrators

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Developed for TOGETHER WE CAN, a multi-agency project coordinated by the Region XIII Education Service Center, designed and developed cooperatively by Region XIII Education Service Center, the Southwest Educational Development Laboratory, and the Austin Women's Center, Austin, Texas, 1977.

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Produced by Region XIII Education Service Center under a grant from the U.S. Department of Health, Education, and Welfare, Office of Education, under the auspices of the Women's Educational Equity Act. Opinions expressed herein do not necessarily reflect the position or policy of the Office of Education or the Department, and no official endorsement should be inferred.

Printed and distributed by Education Development Center, 1979, 55 Chapel Street, Newton, MA 02160.

ACKNOWLEDGMENTS

The TOGETHER WE CAN training materials have been developed through the cooperative effort of a number of institutions, groups, and individuals. Members of three cooperating institutions have operated as a Task Force to make all major decisions related to the project. The project has been assisted by an Advisory Committee, two continuing consultants, and numerous content and technical consultants.

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INTRODUCTION

Times change. Roles change. And the challenge for the educator is to keep up with the transformations in our society and prepare students for productive lives that fit future realities. In the past, the roles and expectations for women and men were clearly defined. Now they are changing and, as educators, it is important that we understand these changes and assess how they affect the ways we prepare boys and girls for their futures.

This training program is designed to help explore an important social and legal issue in the schools: sex-role stereotyping. It provides experiences and information that help participants:

- identify and understand the changes in male and female roles in society
- identify the stereotypes that they unconsciously convey to students through their actions, their words, their policies, their educational activities and materials
- understand the effects that their unconscious behaviors and attitudes have on student self-esteem, growth and productivity
- explore behaviors and plan strategies that they can use to minimize stereotyping and maximize individual growth and productivity

This manual includes materials you will use during the workshop session, as well as follow-up resources.

WORKSHOP MATERIALS

TO BEGIN: DEFINITIONS

1. Write your definition of sex-role stereotyping.

2. Write your definition of sex discrimination.

3. List as many examples of the following as you can:

sex-role stereotyping	*sex discrimination*

4. Have you been in a situation in the past month where you have noticed stereotyping or discrimination based on sex? Describe the situation(s).

5. If you intervened or took action in response to the situation(s), describe your action(s).

WHICH COMES FIRST?

FOR DISCUSSION

A. How adequately does the filmstrip explain changes in male/female roles that are occurring in our society? What would you add?

B. How has the introduction of the items listed below affected the roles and life styles of males and females? (Each group choose 2; brainstorm 3 minutes on each; record their ideas. Items listed after each number count as one.)

1. birth control devices (diaphragm, pill, loop)
2. antibiotics
3. modern agricultural inventions (tractor, chemical fertilizer)
4. dishwasher, clothes washer/dryer, blender, mixmaster
5. television
6. automobile
7. telephone
8. computer
9. power tools (drill, saw, lawnmower, lathe, etc.)
10. pasteurized milk, infant formula, baby bottles
11. disposable diapers

Item #	*Effect on males*	*Effect on females*

Item #	*Effect on males*	*Effect on females*

EXPECTATIONS

Use these discussion questions to analyze each of the vignettes in the film.

1. What was the problem in this scene?
2. What were the assumptions that caused the problem?
3. How does this relate to sex-role socialization?

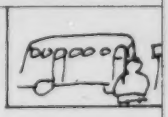
Classroom

Business Man

Park

Store

Mother - Daughters

Bus 

Doctors

Understanding Title IX

Each group choose 2: Fill in with information from reading

Treatment of Students

Course Offerings

Textbooks

Counseling

Admissions

Financial Assistance

Marital or Parental Status

Athletics

Employment

Bb Classification

Fringe Benefits

Marital or Parental Status

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SUMMARY OF THE REGULATION* FOR TITLE IX EDUCATION AMENDMENTS OF 1972

Title IX of the Education Amendments of 1972 says:

"No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. . . ."

With certain exceptions, the law bars sex discrimination in any academic, extracurricular, research, occupational training or other educational program (preschool to postgraduate) operated by an organization or agency which receives or benefits from federal aid. Exempted from the provisions of Title IX are schools whose primary purpose is training for the U.S. military services or the merchant marine and educational institutions controlled by religious organizations whenever compliance with Title IX would be contrary to their religious beliefs. In addition, the "Bayh Amendment" to Title IX exempts the membership policies of the Girl and Boy Scouts, the YMCA and YWCA, Campfire Girls and other single sex "youth service organizations" whose members are chiefly under age 19. This special exemption does not apply to recreational youth groups such as Little League. Also exempted by the amendments are university-based social fraternities and sororities.

Basically, the regulation for Title IX falls into five categories: general matters related to discrimination on the basis of sex, admissions, treatment of students once they are admitted, employment and procedures.

The following summary was adapted by PEER from a summary prepared by the **Resource Center on Sex Roles in Education** of the National Foundation for Improvement of Education.

GENERAL PROVISIONS — § 86.3 - 86.9

Each recipient of federal education aid must evaluate its current policies and practices to determine whether they comply with Title IX. Each recipient must then take whatever steps are necessary to end discrimination. Institutions must keep a description of these steps on file for three years, and they must complete the evaluation and steps to overcome the effects of bias by July 21, 1976.

The regulation also requires that recipients adopt and publish grievance procedures to resolve student and employee complaints alleging discrimination prohibited by Title IX. (Victims of discrimination are not required to use these procedures — they may file a complaint directly with the U.S. Department of Health, Education and Welfare.).

Recipients (for example, a school district, state education agency, or university) must appoint at least one employee to coordinate its efforts to comply with Title IX.

The regulation requires recipients to notify students, parents, employees, applicants, unions and professional organizations that they do not discriminate on the basis of sex. Students and employees must be told how to contact the employee coordinating Title IX compliance efforts.

By Oct. 21, 1975, recipients were required to issue this notice in the local press, student and alumni newspapers, and by a letter sent directly to students and employees. After that, all announcements, bulletins, catalogs and applications must contain a notice.

ADMISSIONS — § 86.21 - 86.23

The regulation bars sex discrimination in admissions to certain kinds of institutions: those of vocational, professional, graduate, and public coeducational undergraduate institutions. Admissions to private undergraduate institutions are exempt, including admissions to private, undergraduate professional and vocational schools. HEW will look at the admissions practices of each "administratively separate unit" separately.

Specifically, the regulation bars limitations (i.e., quotas) on the number or proportion of persons of either sex who may be admitted, preference for one sex, ranking applicants separately by sex, and any other form of differential treatment by sex.

*45 CFR Part 86. The text appears in the *Federal Register*, June 4, 1975, page 24128. Copies are available from the Director, Office for Civil Rights, U.S. Department of Health, Education and Welfare, 330 Independence Ave., SW, Rm. 3239, Washington, D.C. 20201.

PEER, the Project on Equal Education Rights, is a project of the NOW Legal Defense and Education Fund. Funded by the Ford Foundation to monitor enforcement progress under federal law forbidding sex discrimination in education. 1029 Vermont Avenue, NW, Suite 800, Washington, D.C. 20005. Project Director: Holly Knox. Associate Director: Clelia Steele. Staff: Robin Gordon, Mary McKenzie, Chris Rusnock, Lynda Weston.

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The recipient may not use a test or other criterion for admission which adversely affects any person on the basis of sex unless the test or criterion is shown to predict successful completion of the educational program, and unbiased alternatives are not available. Also prohibited are rules concerning parental, family, or marital status of students which make distinctions based on sex; discrimination because of pregnancy or related conditions; and asking an applicant's marital status. Recipients can ask an applicant's sex if the information is not used to discriminate.

The recipient must make comparable efforts to recruit members of each sex, except when special efforts to recruit members of one sex are needed to remedy the effects of past discrimination.

TREATMENT OF STUDENTS — § 86.31 - 86.42

General Coverage — § 86.31

Although some schools are exempt from coverage with regard to admissions, all schools must treat their admitted students without discrimination on the basis of sex. Briefly, the treatment of students section covers courses and extracurricular activities (including student organizations and competitive athletics), benefits, financial aid, facilities, housing, rules and regulations (including rules of appearance), and research. A student may not be limited in the enjoyment of any right, privilege, advantage or opportunity based on sex.

The regulation forbids a recipient to aid or perpetuate sex discrimination by providing "significant assistance" to any agency, organization or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees (with some exceptions, including the membership policies of social fraternities and sororities, Boy and Girl Scouts, YMCA and YWCA). (Significant assistance may include the provision of a facility or faculty sponsor.)

Housing and Facilities — § 86.32 and 86.33

Institutions may provide housing separately for men and women. However, housing for students of both sexes must be as a whole:

- proportionate in quantity to the number of students of that sex that apply for housing; and
- comparable in quality and cost to the student.

Institutions may not have different housing policies for students of each sex (for example, if a college allows men to live off campus, it must allow women too).

Toilets, locker rooms and shower facilities may be separated on the basis of sex, but these facilities must be comparable for students of both sexes.

Courses and other Educational Activities — § 86.34 and 86.35

Courses or other educational activities may not be provided separately on the basis of sex. An institution may not require or refuse participation in any course by any of its students on that basis. This includes physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

However, sex education is an exception: portions of elementary and secondary school classes dealing with human sexuality may be separated by sex.

In physical education classes, students may be separated by sex *within* coeducational classes when playing contact sports. Contact sports include wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

Recipients must end single sex physical education classes "as expeditiously as possible," but elementary schools have until July 21, 1976, to comply fully. Secondary and post-secondary institutions must comply fully with this requirement by July 21, 1978.

Choruses may be based on vocal range or quality and may result in single-sex or predominantly single-sex choruses.

Local school districts may not, on the basis of sex, exclude any person from:

- any institution of vocational education;
- any other school or educational unit, unless the school district offers that person courses, services and facilities which are comparable to those offered in such schools, following the same policies and admission criteria.

Counseling — § 86.36

A recipient may not discriminate on the basis of sex in counseling or guiding students.

Whenever a school finds that a class has a disproportionate number of students of one sex, it must take whatever action is necessary to assure that sex bias in counseling or testing is not responsible.

A recipient may not use tests or other appraisal and counseling materials which use different materials for each sex or which permit or require different treatment for students of each sex. Exceptions can be made if different materials used for each sex cover the same occupations and they are essential to eliminate sex bias

Schools must set up their own procedures to make certain that counseling and appraisal materials are not sex-biased. If a test does result in a substantially disproportionate number of students of one sex in a course of study or classification, the school must take action to ensure that bias in the test or its application is not causing the disproportion.

Student Financial Aid — § 86.37 and 86.31(c)

The regulation covers all forms of financial aid to students. Generally, a recipient may not, on the basis of sex:

- provide different amounts or types of assistance, limit eligibility, apply different criteria, or otherwise discriminate;
- assist through solicitation, listing, approval, provision of facilities, or other services any agency, organization or person which offers sex-biased student aid;
- employ students in a way that discriminates against one sex, or provide services to any other organization which does so.

There are exceptions for athletic scholarships and single-sex scholarships established by will or trust.

Athletic scholarships. An institution which awards athletic scholarships must provide "reasonable opportunities" for both sexes, in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics. Separate athletic scholarships for each sex may be offered in connection with separate male/female teams to the extent consistent with both the section on scholarships and the section on athletics (86.41).

Scholarships for study abroad. The regulation exempts discriminatory student assistance for study abroad (such as Rhodes Scholarships), provided that a recipient which administers or helps to administer the scholarship awards makes available similar opportunities for the other sex. (86.31(c)).

Single sex scholarships. An institution may administer or assist in the administration of scholarships and other forms of student financial aid whenever a will, trust, or bequest specifies that the aid can only go to one sex, as long as the overall effect of making sex-restricted awards is not discriminatory.

To ensure this, institutions must:

- select financial aid recipients on the basis of nondiscriminatory criteria, not the availability of sex-restricted scholarships;
- allocate sex-restricted awards to students already selected in such a fashion; and
- ensure that no student is denied an award because of the lack of a sex-restricted scholarship.

Student Health and Insurance Benefits — § 86.39

Student medical, hospital, accident or life insurance benefits, services, or plans may not discriminate on the basis of sex. This would not bar benefits or services which may be used by a different proportion of students of one sex than of the other, including family planning services.

Any school which provides full coverage health services must provide gynecological care.

Marital or Parental Status — § 86.40

The regulation bars any rule concerning a student's actual or potential parental, family, or marital status which makes distinctions based on sex.

A school may not discriminate against any student in its educational program, including any class or extracurricular activity, because of the student's pregnancy, childbirth, false pregnancy, miscarriage, or termination of pregnancy, unless the student requests voluntarily to participate in a different program or activity.

If a school does offer a voluntary, separate education program for pregnant students, the instructional program must be comparable to the regular instructional program.

A school may ask a pregnant student to have her physician certify her ability to stay in the regular education program only if it requires physician's certification for students with other physical or emotional conditions.

Recipients must treat disabilities related to pregnancy the same way as any other temporary disability in any medical or hospital benefit, service, plan or policy which they offer to students. Pregnancy must be treated as justification for a leave of absence for as long as the student's physician considers medically necessary. Following this leave, the student must be reinstated to her original status.

Athletics — § 86.41

General coverage. The regulation says that no person may be subjected to discrimination based on sex in any scholastic, intercollegiate, club or intramural athletics offered by a recipient of federal education aid.

Separate teams and contact sports. Separate teams for each sex are permissible in contact sports or where selection for teams is based on competitive skill. Contact sports include boxing, wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

In *noncontact* sports, whenever a school has a team in a given sport for one sex only, and athletic opportunities for the other sex have been limited, members of both sexes must be allowed to try out for the team.

Equal opportunity. A school must provide equal athletic opportunity for both sexes. In determining whether athletic opportunities are equal, HEW will consider whether the selection of sports and levels of competition effectively accommodates the interests and abilities of members of both sexes. The Department will also consider (among other factors): facilities, equipment, supplies, game and practice schedules, travel and per diem allowances, coaching (including assignment and compensation of coaches), academic tutoring, housing, dining facilities, and publicity.

Equal expenditures are not required, but HEW "may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex."

Adjustment period. Elementary schools must comply fully with the section covering athletics "as expeditiously as possible" but no later than July 21, 1976. Secondary and post-secondary institutions have until July 21, 1978, to comply fully.

Textbooks — § 86.42

The regulation does not require or abridge the use of particular textbooks or curriculum materials.

EMPLOYMENT — § 86.51 - 86.61

General Provisions — § 86.51 - 86.55

All employees in all institutions are covered, both full-time and part-time, except those in military schools, and those in religious schools to the extent compliance would be inconsistent with the controlling religious tenets.

In general, the regulation prohibits: discrimination based on sex in employment, recruitment, and hiring, whether full-time or part-time, under any education program or activity which receives or benefits from federal financial aid. It also bars an institution from entering into

union, employment agency, or fringe benefit agreements which subject individuals to discrimination.

An institution may not limit, segregate, or classify applicants or employees in any way which could adversely affect any applicant's or employee's employment opportunities or status because of sex.

The regulation prohibits sex discrimination in all aspects of employment, including employment criteria, advertising and recruitment, hiring and firing, promotion, tenure, pay, job assignments, training, leave, and fringe benefits.

If the institution is found to have practiced sex discrimination in recruitment or hiring, however, it must recruit members of the sex against which it has discriminated to overcome the effects of past discrimination.

Fringe benefits — § 86.56

Fringe benefit plans must provide *either* for equal periodic benefits for male and female employees *or* equal contributions for both sexes. Retirement plans may not establish different retirement ages for employees of each sex.

Marital status and pregnancy — § 86.57

An institution may not apply any employment policy concerning the potential marital, parental or family status of an employee or employment applicant which makes distinctions based on sex.

In addition, it may not have policies based on whether the employee or applicant is head of household or principal wage earner in the family.

An institution may not discriminate in employment on the basis of pregnancy or related conditions. A temporary disability resulting from these conditions must be treated as any other temporary disability for all job-related purposes, including leave, seniority, reinstatement and fringe benefits. If the employer has no temporary disability policy, pregnancy and related conditions must be considered a justification for leave without pay for a "reasonable" time period and the employee reinstated to her original or comparable status when she returns from leave.

Effect of state and local laws — § 86.58 and 86.6

The obligation to comply with this regulation is not precluded by any state or local laws.

ENFORCEMENT PROCESS — § 86.71*

In enforcing Title IX, the U.S. Department of Health, Education and Welfare will follow the procedures of Title VI of the Civil Rights Act of 1964. Under these procedures HEW conducts compliance reviews — broad-based investigations of school districts or universities initiated by HEW.

HEW must also investigate promptly complaints submitted by individuals or groups. Letters charging that discrimination has occurred may be sent to the Director, Office for Civil Rights, U.S. Department of HEW, 330 Independence Avenue, SW, Room 3256N, Washington, D.C. 20201 or to the Director of the Regional Office for Civil Rights responsible for enforcement in that state.

The Title IX procedures require educational institutions to keep records demonstrating whether they are complying with the law's requirements. Records must be available to HEW upon request.

Discrimination complaints must be filed with HEW within 180 days of the date of discrimination. Aside from this requirement, no specific time limits are set on any other proceedings. If after this investigation, HEW finds that discrimination exists, it must try to achieve voluntary compliance by the institution. Failing this, HEW may then begin administrative hearings which could lead to termination of federal financial assistance.

HEW can also refer the matter to the Department of Justice for possible federal prosecution or to state or local authorities for action under state or local laws. Under the provisions for administrative hearings, recipient institutions (but not the complainant) are granted the right to counsel and the right to appeal.

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*The full text of these procedures appears at 45 CFR §§ 80.6 - 80.11 and 45 CFR Part 81.

SEXISM IN PUBLIC EDUCATION:
Litigation Issues

by Susanne Martinez*

In 1974 it is almost inconceivable that a public school district would openly and blatantly exclude students from particular high schools because of their race, or deny minority students access to desirable vocational education programs because of the demand for such programs by nonminority students, or select learning materials which openly defame or ridicule members of a particular religion. Substitute the word sex, however, and such practices are not only commonplace, but openly performed and righteously defended. Young women throughout the country have been excluded from elite academic high schools,[1] denied access to 'masculine' vocational education programs[2] and confronted daily with school textbooks which portray them as placid, unimaginative and unproductive citizens.[3]

One of the most interesting phenomena about sexism in public education is the openness with which it is practiced. Whereas most school officials in the post–*Brown* v. *Board of Education* era of educational change have been hesitant to publicly rest their educational policies on overt racial grounds, school administrators are seemingly naive about the fact that it is illegal to condition the type of education a child receives on the basis of his or her sex. Legal services attorneys presently challenging racially discriminatory practices in the public schools can readily attest to the sophistication and complexity of many defendant strategies. Litigation in these cases has correspondingly become more difficult with increased reliance upon evidentiary presumptions and inferences derived from statistical data.

Where sex rather than race is the factor in determining what educational opportunities are made available to a child, educators have been far more candid in expressing the basis for their discriminatory policies. Perhaps it is simply a reflection of a general societal insensitivity to the prevailing second-class citizenship of women, but school administrators have been relatively open in utilizing sex as the basis of educational decision-making. An example of the candor displayed by school administrators can be found in two recent suits against sex discrimination in public schools in California, *Della Casa* v. *Gaffney, supra* and *Berkelman* v. *San Francisco Unified School District, supra.*

The *Della Casa* case challenged a school district's practice of excluding female students from auto mechanics courses. The principal of the high school in which the plaintiff was a student was forthright in stating his reasons for excluding women from auto shop classes. His basis was:

> It so happens that auto mechanics has been a male occupation. Whether or not we agree with this it is still predominantly a male occupation. If we open the regular school program to girls, then for each girl in the class a boy does not have a chance to enter. . . .[4]

Similar candor was displayed by school administrators in *Berkelman* v. *San Francisco Unified School District, supra. Berkelman* involved a challenge to the admission standards of an elite academic high school in San Francisco where the standards for admission of female applicants were significantly higher than for male applicants. When a group of female students with higher grades than admitted male students were denied admission, they filed suit in federal district court in San

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*From: *Inequality in Education*. Number 18, October 1974. Center for Law and Education, Harvard University. *Reprinted with permission.*

Francisco. An assistant superintendent of the school district publicly justified the discriminatory admissions standards as necessary "to keep girls from overrunning [the special school]."[5] The message communicated by the school administration in each case was that female students were somehow innately less worthy than male students.

This article will attempt to review some of the areas of sexism in education which have lent themselves to litigation challenges and to suggest other areas in public schools which should be examined. In almost every instance the legal challenges have been based upon constitutional arguments that the discriminatory practices violate female students' rights to equal educational opportunities under the Fourteenth Amendment or under applicable state statutory provisons.[6] Utilization of the provisions of the Fourteenth Amendment to combat sex discrimination in state institutions and legal authority for these attacks have been discussed elsewhere at length and will not be repeated here.[7] Similarly, the possible use of the Education Amendments of 1972 (Title IX) and the long awaited implementing regulations which appear to offer the promise of eradicating some of the overt practices of sex discrimination are discussed elsewhere in this issue.

Sex discrimination in education can generally be divided into two categories: (1) the most overt forms of discrimination, such as the exclusion of women from particular schools, classes, activities or other educational benefits, and (2) the more subtle forms of discrimination evidenced by the use of sexually biased textbooks, guidance counseling of women into 'acceptable' programs, differential expenditures of resources on male and female students and personnel staffing patterns. The overt forms of discrimination, naturally, present the most manageable issues for litigation.

Overt Sex Discrimination

In the past few years there have been at least three successful suits challenging the exclusion of women from elite academic schools. The first victory came in a challenge to the total exclusion of women from the University of Virginia, *Kirstein v. Rector and Visitors of University of Virginia*, 309 F. Supp. 184 (E. D. Va. 1970). The court in *Kirstein* found that the University of Virginia offered educational opportunities unavailable at any other state-supported institution and held that the exclusion of female students from the University on the basis of sex violated the Equal Protection Clause of the Fourteenth Amendment.[8]

A similar conclusion was reached in *Bray v. Lee*, 337 F. Supp. 934 (D. C. Mass. 1972). In *Bray v. Lee* female applicants for admission to Boston Latin, an elite academic high school, were required to have higher scores on the admission examination than male students. The school district justified the discriminatory admissions standards on the grounds that they had insufficient physical facilities to accomodate an equal number of girls and boys.[9] The court rejected those arguments as justifying the discriminatory admissions standards and held:

> Female students seeking admission to the Boston Latin School have been illegally discriminated against solely because of their sex and that discrimination has denied them their constitutional right to an education equal to that offered male students at Latin School. [*Id* at 937.]

In *Berkelman v San Francisco Unified School District, supra*, girls applying for admission to Lowell High School, the school district's only academic high school, were required to have higher grade point averages than were boys. A distinguishing factor in the *Berkelman* case was that the differential admission standard was adopted to maintain a 50-50 ratio between male and female students at the school.[10] In *Kirstein* female students were totally excluded and in *Bray* the ratio of female to male students was 1-3. Nevertheless, the Ninth Circuit reversed the district court's ruling and found that: "...the use of higher admissions standards for female than for male applicants to Lowell High School violates the Equal Protection Clause of the Fourteenth Amendment."

Vocational Education

Another area of overt exclusion of women in which there has been litigation involves assignment of students to vocational education classes. In one unreported New York case, *Sanchez v. Baron, supra*, and two unreported California cases, *Della Casa v. Gaffney, supra*, and *Steward v. Della, supra*, successful challenges were made to the

exclusion of female students from auto shop, wood shop and metal shop classes. In each case, the respective school districts yielded before final judgment and consent decrees were entered. The school districts' inability to defend the discriminatory practices involved in the litigations is indicative of the lack of legal justification for those policies. Nevertheless, similar discriminatory assignment of students to vocational programs continues to exist unchallenged in many school districts.

The real problem in vocational education is not that of the exclusion of women, a readily challengeable practice which was overturned in the *Sanchez, Della Casa* and *Steward* cases, but the more insidious counseling and tracking of female students into 'acceptable' vocational programs. The adoption and implementation of the HEW anti-sex discrimination guidelines will undoubtedly eliminate overt barriers to women in vocational education classes. Several approaches to the 'counseling' problem will be discussed *infra*.

Athletics

The greatest proliferation of sex litigation in education has surrounded that long-standing practice of excluding or discriminating against female students in school athletic programs. Women have routinely been denied the opportunity to enter interscholastic athletic competition, often the avenue to lucrative college scholarships and opportunities. In other instances where women are permitted to compete, their teams are often financed by candy sales while the male athletic teams are supported by generous allocations in the school budget.

The existing structure of providing impressive athletic programs for male students while providing female students with either no programs or token programs is highly vulnerable to legal challenge. Challenges to such discrimination have generally fared well in the courts, particularly where the athletic competition involved is a non-contact sport such as skiing[11] or golfing[12]

CENTRAL HIGH SCHOOL
BOY ATHLETE OF THE YEAR
ROCKY SMITH COLLECTED 15 VARSITY LETTERS FOR THE BOYS' TEAMS THIS YEAR AND A FULL ATHLETIC SCHOLARSHIP TO STATE U.
CENTRAL HIGH SCHOOL
GIRL ATHLETE OF THE YEAR
JUDY JONES COLLECTED $17.30 CENTS FOR THE PURCHASE OF VARSITY LETTERS FOR NEXT YEAR'S GIRLS' TEAMS...

Cartoon by David Sipress

and where there is no program at all for women students. Some courts, however, have suggested that a separate but equal athletic program would find judicial approval.[13] Requiring equal financial support for women's athletic programs would constitute a major upheaval in most school district budgets. Yet, a more equitable allocation of resources is essential to providing equal opportunities for both male and female students.

Scholarships

One area of overt discrimination against women which has not yet been touched is the distribution of scholarships and awards. In many instances, scholarships are offered to high school students on the basis of sex. Where private organizations award such scholarships, it may be difficult to engage in a direct attack without the requisite state action. However, there are certainly grounds to prevent public schools and their employees from participating or assisting such agencies in distributing benefits in a discriminatory fashion. Frequently school counselors and administrators are asked to assist in choosing scholarship or award recipients and actively participate by recommending students, soliciting applications, and in some cases, actually selecting the beneficiaries. If a private organization asked for help in awarding scholarships only to white students, presumably many school districts would decline to participate. Willingness, however, to award a scholarship only to boys is prevalent and constitutes involvement in discriminatory activity which should not be permitted in public schools.

There will, of course, be considerable opposition to making these benefits equally available to female students. But without equal access to monetary benefits, female students will continue to be denied equal educational opportunities. Moreover, as talented young women are permitted to participate on an equal basis with male students in athletic competition, the wealth of athletic scholarships and grants distributed by the leading universities around the country should also be distributed more equally between male and female athletes.[14] Any program supported or sponsored by public schools which allocates opportunities or benefits on the basis of sex should be closely scrutinized to ascertain the underlying legality of the distinctions maintained.

Covert Sex Discrimination

It is naturally more difficult to deal with the more subtle forms of sex discrimination commonplace in our school systems. For example, even in districts with no overt sex-based policies in curriculum assignment, female students frequently find themselves placed in curricula deemed 'acceptable' for girls. Vocational programs leading to high paying blue collar occupations are filled with male students while female students are assigned to secretarial courses.[15] Similarly, in academic curricula female students are assigned to life sciences while male students take physics and chemistry. Some guidance counselors candidly admit they steer young women toward stereotyped jobs like secretary or nurse.[16]

Vocational Testing and Counseling

A manageable target for challenging stereotyped vocational counseling of young women is the commonly used vocational interest tests. Guidance counselors use the results of these standardized examinations in determining possible career patterns of students. Some of these tests have discernable sex biases. For example, in the widely used Kuder DD Occupational Interest Survey, occupational scores are based on the degree of agreement between the students' responses on the test and responses of satisfied people in particular occupations and college majors. Male students are rated on 77 occupations and 29 college majors while female students are rated on 57 occupations and 27 college majors. Some occupations are reported only for males and some only for females.[17] Examples of these are

Reported for Females Only	Reported for Males Only
bank clerk	banker
beautician	building contractor
dental assistant	electrician
dietician	minister
nurse	osteopath
office clerk	policeman[18]
primary school teacher	

An explanation for the differential reporting is that there may be too few women in some occupations to obtain a statistically sound norm

Cartoon by David Sipress

upon which to base the score. And yet, continued utilization of a discriminatory testing device obviously perpetuates the existing employment discrimination against women. While it may be difficult to evaluate the precise impact of these vocational tests, at least one author has said:

> It is not unreasonable to suggest that these interest inventories initially developed in the 1930's have gone along with the rest of the trends in American society to limit the career possibilities considered by women. These measures now lag behind the general trend to end discrimination and stereotyped, biased views of various groups in American society.[19]

Test materials with inherent racial biases have been banned from public schools, *Larry P.* v. *Riles*, 343 F. Supp. 1306 (N.D. Calif. 1972). Testing materials with sexual biases similarly should be eliminated from school programs.

Textbooks

School textbooks present another example of a subtle, yet discernable sexism. The familiar Dick and Jane elementary readers, depicting the Janes as passive, spiritless creatures and the Dicks as the adventuresome, creative leaders, communicate the stereotypical image of females[20] at a tender age. Numerous writers have documented the blatant biases against females which are commonplace in school texts.[21] Some states have enacted legislation requiring that public school texts be purged of such defamatory material and that affirmative material descriptive of the contributions of members of both sexes be added.[22] While these statutory provisions can be used to demand exclusion of sexually biased texts from schools, there has been relatively little implementation or enforcement of the provisions.[23] Litigation has already been used to challenge acceptance of racially defamatory and imbalanced school texts.[24] Similar efforts should be made to expunge materials of sexual biases.

Economic Expenditures

Discriminatory allocation of economic resources is another issue which needs to be examined. How do the expenditures for women's athletic programs compare with men's? In San

Francisco, the budgeted amount for women's sports programs in junior and senior high schools constituted a mere 6 percent of the amount allocated to men's programs.[25] The San Francisco situation is not at all unusual. In some school districts, men's athletic teams are outfitted with elaborate uniforms while women's teams wear standardized gym uniforms.[26]

Elite academic schools which exclude or discriminate against female students also frequently receive more than their fair share of the economic resources of a school district. Expensive laboratories and resource centers—unavailable to the excluded female students—constitute substantial financial drains on the school budgets. While challenges to allocation of economic resources between school districts generally have lost considerable impetus as a result of the U.S. Supreme Court's decision in *San Antonio Independent School District* v. *Rodriguez*, 93 S.Ct. 1278 (1973), the doctrine enunciated in that decision does not imply similar acceptance of *racially* imbalanced allocation of economic resources nor *sexually* imbalanced allocations. School districts would be hard-put to come up with cogent arguments to support differential expenditures on the basis of students' race or sex.[27]

Finally, young women do not need to read biased textbooks to learn about the inferior status of women in this society, they need only observe the staffing patterns prevalent in their schools. Despite the fact that the vast majority of teachers are women, there are only five or six school districts with female school superintendents. Only a handful of senior and junior high schools are headed by women. Just as efforts to obtain equal educational opportunities for minority students have been accompanied by a recognition of the importance of minority persons in leadership positions in schools, advocates of educational opportunities for females must seek to develop leadership models for young women. It is unlikely that the public school's role in perpetrating the biased and stereotypical role of girls and women can significantly change unless women are equally represented in important and visible decision-making positions.

Footnotes

[1] *Bray* v. *Lee*, 337 F. Supp. 934 (D. Mass. 1972) (Boston Latin High School), *Berkelman* v. *San Francisco Unified School District*, _____ F.2d _____ (9th Cir. 1974). Other major cities such as New York and Philadelphia have had similar policies excluding girls from elite academic high schools or assigning them to separate academic high schools.

[2] *Della Casa* v. *Gaffney*, Civil Action No. 171673 (San Mateo Supr. Ct., stipulated judgment filed April 11, 1973) (auto shop), *Steward* v. *Della*, Civil No. 134173 (Contra Costa Supr. Ct. 1973) (wood shop), *Sanchez* v. *Baron*, Civil No. 69-C-1615 (Jan. 6, 1971) (metal shop).

[3] *E.g.*, "Teaching Woman Her Place: The Role of Public Education in the Development of Sex Roles," 24 *Hastings Law Review* 1191, 1199 (May 1973).

[4] Letter from Thomas J. Gaffney, Principal, South San Francisco High School, dated August 24, 1972, attached as Exh. "B" to complaint in *Della Casa* v. *Gaffney*, *supra*.

[5] Ralph Kauer, Assistant Superintendent, San Francisco Unified School District, Associated Press Dispatch, September 22, 1971. (See the Notes and Commentary section in this issue for a further discussion of *Berkelman*.)

[6] For example, the plaintiffs in *Della Casa* v. *Gaffney*, *supra* and *Steward* v. *Della*, *supra* relied upon provisions of the California Constitution which specifically prohibited discrimination on the basis of sex in any program leading to employment. The plaintiffs argued that exclusion of women from vocational education programs fell within the prohibition of that section of the California Constitution. Other provisions of the California Education Code which called for equal treatment of all students were also relied upon. Unfortunately, the issues were never adjudicated since the school districts in each case agreed to stipulated judgments in favor of the plaintiffs.

[7] *E.g.*, "Teaching Woman Her Place: The Role of Public Education in the Development of Sex Roles," *supra*.

[8] A similar challenge to the exclusion of males from an all-female college in South Carolina failed, however, partly on the basis of the fact that the plaintiffs conceded that the all-female college to which they sought admission had the same curriculum and educational opportunities available in other state-supported institutions with open admissions policies. *Williams* v. *McNair*, 316 F. Supp. 134 (D.S.C. 1970), *aff'd per curiam* 401 U.S. 951 (1971). The *Williams* case read in comparison with the *Kirstein* case seems to apply a pre-*Brown* v. *Board of Education* separate but equal doctrine to sex exclusions. The fact that the *Williams* case involved men, an undisadvantaged group, attempting to secure access to an all-female college may also have been an unexpressed problem in the case. In any event, the *Williams* case clearly did not contain the most sympathetic factual situation to present the issue. Other cases in the early 1960's also upheld exclusion of women from all-male colleges, *e.g.*, *Heaton* v. *Bristol*, 317 S.W. 2986, *cert. denied* 359 U.S. 2301 (1958), *Allred* v. *Heaton*, 336 S.W. 2d 251, *cert. denied* 364 U.S. 517 (1960) but should not be considered as dispositive in light of the tremendous

change in judicial attitude towards sex under the Fourteenth Amendment in the past few years, *Reed v. Reed*, 401 U.S. 74 (1971), *Frontiero v. Richardson*, _____U.S. _____, 93 S.Ct. 1764 (1973).

[9] The argument advanced by the school district was somewhat circular: the district created physical facilities which had insufficient seats for the qualified women and then attempted to justify its discriminatory practices on the grounds that the facilities were insufficient.

[10] It was suggested that the percentage of males to females at Lowell would shift to roughly 60% female and 40% male if equal admissions standards were utilized for male and female applicants.

[11] *Brendan v. Independent School Dist.*, 342 F. Supp. 1224 (D. Minn. 1972).

[12] *Reed v. Nebraska Athletic Assn.*, 341 F. Supp. 252 (D. Neb. 1972).

[13] *Haas v. South Bend Community School Corp.*, 289 NF 2d 475.

[14] Billie Jean King, the women's tennis champion, testified before a Senate education subcommittee last year that some 50,000 men annually earn a college education through athletic scholarships while fewer than 50 women in the entire nation obtain any such assistance.

[15] For example, at San Francisco's vocational high school, the courses available to female students are commercial art, drafting, dry cleaning, electronics, food preparation, power sewing and restaurant services (waiter/waitress training). Male students have available such courses as aircraft mechanics, construction crafts and automotive mechanics. Female students seeking to enroll in a traditionally 'male' trade course may be admitted if they are persistent, but are openly discouraged, *see*, "Sex Discrimination in the San Francisco Unified School District: a Limited Review," an unpublished paper by Jean Wilcox, 3rd Year Student, Golden Gate Law School. [*See* also, Shirley McCune, "Vocational Education: A Dual System," 16 *Inequality in Education* 28, March 1974.]

[16] Interview with Walter Phillips, Supervisor, Counseling, San Francisco Unified School District, "Sexism in Schools," *San Francisco Examiner*, March 7, 1973.

[17] The instruction manual for the Kudar DD test graciously states that "in addition to scores under the headings marked WOMEN, women will have scores under headings marked MEN in selected occupations and college majors where men predominate but opportunities for women are increasing."

[18] "Sexism in San Francisco Unified School District," *supra*.

[19] Tittle, "The Use and Abuse of Vocational Tests," *And Jill Came Tumbling After: Sexism in American Education*, 243 (Dell, 1974).

[20] The "Janet and Mark" series from Harper & Row, the Basic Reading Program adopted in California for first grade texts, does not differ much from the old Dick and Jane readers, *see*, Kidd, "Now You See, Said Mark," *New York Review of Books*, Sept. 3, 1970, p. 35.

[21] For example, the study published by the New Jersey chapter of NOW, "Dick and Jane as Victims: Sex Stereotyping in Children's Readers" and "Look Jane Look, See Sex Stereotypes," *And Jill Came Tumbling After: Sexism in American Education* 159 (Dell, 1974).

[22] Section 9240 of the California Education Code provides, "When adopting instructional material for use in the schools, governing boards shall include only instructional materials which accurately portray the cultural and racial diversity of our society, including: (a) the contributions of both men and women in all types of roles, including professional, vocational and executive roles." Section 9243 of the California Education Code provides that governing boards shall not adopt any textbook which contains "any matter reflecting adversely upon persons because of their race, color, creed, national origin, ancestry, sex or occupation."

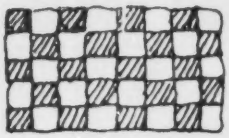
[23] "Teaching Woman Her Place: The Role of Public Education in the Development of Sex Roles," *supra*, at 1222. An administrative complaint has recently been filed with the California Department of Education to force implementation of the anti-sexism provisions of the California Education Code, *In re the Adoption of Non-Discriminatory Instructional Materials*, filed June 13, 1974 by nine minority and women's organizations.

[24] Several years ago the NAACP Legal Defense Fund prepared a civil rights suit in Louisiana for a mandatory injunction to compel the state Department of Education to list information concerning the Afro-American and other minority groups represented in the Louisiana school system, in their state approved textbook, *Hubbard v. Tannehill*, Eastern District, Louisiana.

[25] Correspondingly, the athletic program for women in San Francisco schools consists of two activities (volleyball and gymnastics) for the entire district while the men's athletic program consists of 16 to 17 teams *per* school. "Sex Discrimination in San Francisco Unified School District: A Limited Review," *supra*.

[26] "Sexism in Schools," *San Francisco Examiner*, March 7, 1973.

[27] For example, differential expenditures in funding predominately Chicano elementary schools were challenged in *Mission Coalition Organization v. San Francisco Unified School District*, Civ. No. C-70-2627 (N.D. Calif., 1970). The suit was voluntarily dismissed after the school district's court ordered integration plan eliminated the identifiable Chicano elementary schools. *Cf.*, *Sweatt v. Painter*, 339 U.S. 629 (1950) (unequal educational opportunities).



STOP. LOOK. LISTEN.

QUESTIONS POSED BY NARRATOR OF FILMSTRIP

1. What's the best thing about being a girl? a boy?
2. What's the worst thing about being a girl? a boy?
3. What don't you like to hear about girls? about boys?
4. What are the limitations of typical roles for females? males?
5. What are your visions for the future for females? males?

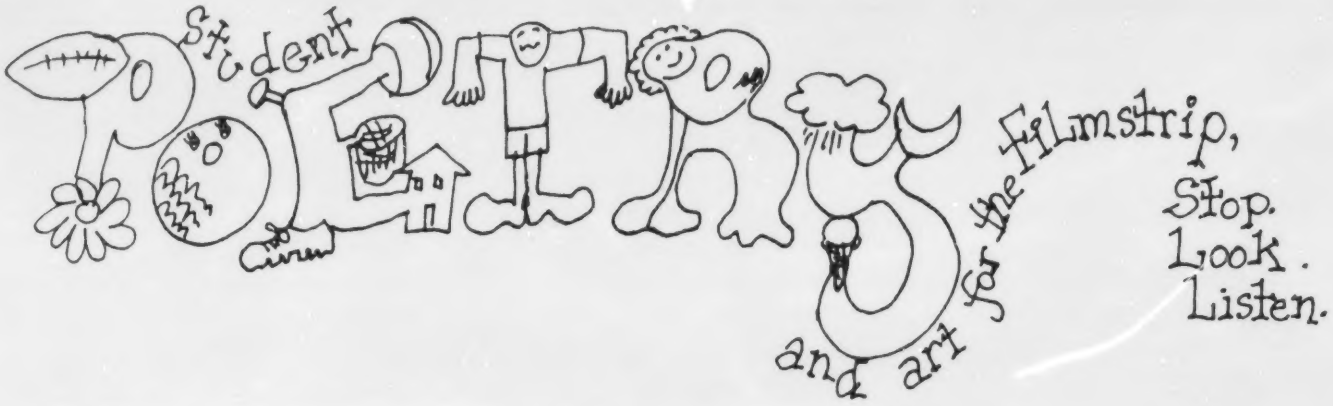
DISCUSSION QUESTIONS

1. What statements or feelings impressed you most?

2. Does the filmstrip reflect the stereotypes for females and males with which you grew up? In other words, what's stayed the same?

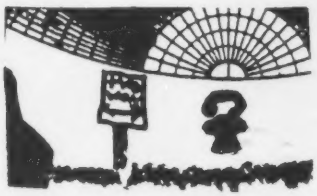
3. In the filmstrip, what changes did you notice in students' feelings about female and male roles, compared with your feelings when you were a student?

4. Did the filmstrip accurately reflect the range of opinions among the students you know? Cite examples.



In my room
there are football players
with trophies
farmers with gold

Eddie
West End Elementary
Georgetown, Texas



The worst thing about
being a boy is...

you have to propose to
who you want to marry
and across the threshold
you have to carry
your wife

fourth grader, Winn Elementary
Austin, Texas

in
the
kitchen
there
is
a
pot
of
gold
cooking

Merida
West End Elementary
Georgetown, Texas

Poetry, unless otherwise noted, derived from workshops conducted by Susan Bright for the Together We Can project, Education Service Center, Region XIII; thanks to Beverly Truehardt of West End Elementary, Barbara Thomas of Winn Elementary, Linda Crockett of Porter Junior High, and Lillian Brown of McCallum for sharing their student writing classes with us.

I cannot run
it is not ladylike
I cannot wear jeans
they are not feminine
I cannot go out with boys
they are not human
I cannot cry
for I may lose my selfcontrol
I cannot fall in love
for I can't trust anyone
I cannot grow old
for I do not know how to grow up

Female student, McCallum High School
Austin, Texas

Hercules Strangling the Nemean Lion

II
the boxer, the construction worker and the man
in the army --they're all rugged rough characters.
Can any of them be a hair stylist?
or take care of a baby?
can they do ballet dancing?
or wear a dress or type?
The answer is no,
they can only do rough rugged things.

III
some men look down on another man
for washing dishes and being a beautician
the ladies don't seem to mind if a man
does something feminine
If a woman tries to do something masculine
this bothers the men and they try to
put her down

I think the men have the toughest time
with the stereotype

David Collier, McCallum High School, Austin

I am forbidden the solitude of walking
into a place
without being swarmed with eyes
to honey

I am forbidden the dignity
of being my own person
with only my mind to decide
whatever is to be

I sometimes feel I am to bow
down to a man before I am respected

Kathy Cummings, McCallum High School
Austin, Texas

Matildas	Maxwells
they	they
sit	throw
in	a
their	punch
little	as
circle	hard
rapping	as
about	they
what	can
counts	to
the	enrage
least	the
amount	frightful
	foe

Alvin Adams
McCallum High School
Austin, Texas

Macho, macho,
what a blight
who's going to feed
the baby tonight?

Keith Lawshae
McCallum High, Austin

Maxwell and Matilda

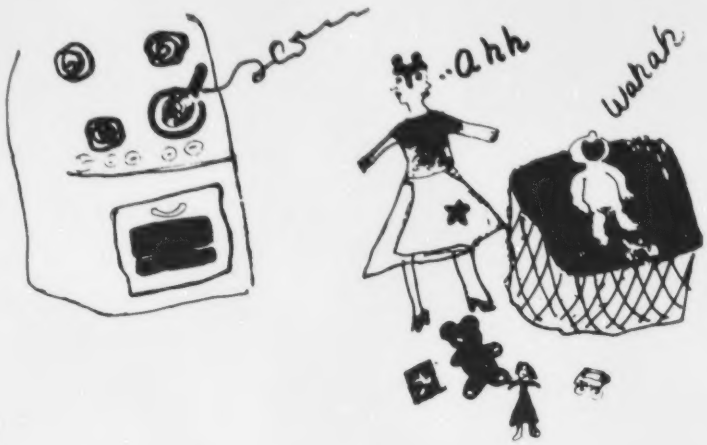
I'm Maxwell and I work an 8-hour day
I come home
with dirt all over my body
from digging ditches
and hard work like that;
don't get much rest
'cause when I get home
the old lady nags me
to fix this or that
later I sit and drink
a cold beer and relax

My name is Matilda and
I work in the 5 and 10
I have two kids
One is a year and a half
and the other six months
my husband is a bricklayer for my father
he works all day and when he comes
home I have to have
supper on the table

Ronnie Martinez, McCallum High School, Austin

Maxwell

Maxwell is my name
I treat everything as
a game
women are only toys
and when I get bored
their sorrows bring
me joys
I rule the world
with my powerful gun
and demolish my blockades
one by one.



Matilda

My name is Matilda
I stay mostly to myself
for there are many breakables
upon my china shelf
Mother told me never reveal
my true wants and needs
for this is what man's beast
lives on as he feeds.

Carolyn Smith,
McCallum High School
Austin, Texas

Matilda I	Matilda II	Matilda III
soft	through	now
curls	many	she
sweet	a	has
flowers	year	escaped
satin	she	his
lace	has	beautiful
exquisite	survived	chains
jewelry	with	thrown
soft	her	away
skin	beauty	silk
seem	which	and
quite	keeps	nothing
at	her	remains
home	alive	except
wherever	man	hard
she	has	core
goes	kept	
	her	now
the	by	no
perfect	his	better
lady	side	than
		man

Carolyn Smith, McCallum High School
Austin, Texas

What I want is world peace
but I live in a violent species
what I want is brotherhood but
prejudice is all around
what I want is to be accepted
but it's a snobbish world
but if I be myself
nothing can go wrong

Keith Lawshae
McCallum High School
Austin, Texas

what I would like to do is be myself
around strangers
but I'm too scared to open up

what I would like is to be successful
but I fall on my face everytime I try

what I would like is to be someone
that everyone could admire
but all I ever seem to do
is give up the battle when I weaken

what I would like is to find
someone who could love me for what I am
but I'm afraid I can't ever find him

what I'll do is
get up everytime I fall
learn to admire myself

and try to find myself before looking for him.

Ronnie Martinez, McCallum High School, Austin

Competition

What is competition?
to pit one's skill or might?
Must one be better than another?
Must one prove he's always right?
Nay, the sport is ruined
if the only concern is to win
A person can't just say he tried
He must always say he's better than...

Why should I prove I'm a better man
than the one she also admires?
Should I strive to make a false advance?
Should I purposely join the liars?
She knows what kind of person I am
And she knows all about "he"
So why should I throw myself to compete
And change what is really me?

David Crain, McCallum High School
Austin, Texas

81

The Planet of Funegan

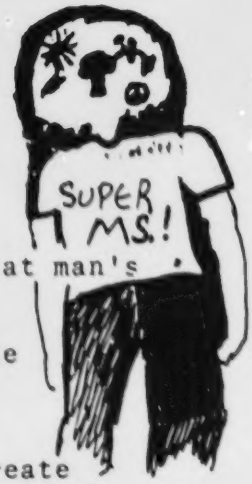
The very bright things
make you very happy
and everyone is nice
they call it Funegan

Because it is fun!
Because it is fun!

Night comes once a week
because everyone is always playing
Ice cream plants are always growing

The most wonderful thing
is a machine
that gives them everything they need
green children live there
and they are all nice.

Eric Ashford
Winn Elementary
Georgetown, Texas



Pandora

The gods were appalled at man's
activities on earth.

Man was puerile and vile
deceitful and hateful
to one another

the gods resolved to create
some feature to distract men's minds
from these activities.

Thus the gods created woman.

Each god bestowed upon woman
a minute but noble gift
and sent her to earth.

When Pandora reached earth
she relinquished her gifts
for the betterment of all mankind.

Michelle Carter,
Porter Junior High
Austin, Texas

Pandora II

Since the Great War
Earth had yielded no fruit
Man had vanished for 8 million years.

From Mount Deer of Wisdom
came a ball of curses.

Flash. Fire. Heat. Gas...Peace.
Figure skimming ground lightly
Pandora II
bringing good to mankind

banishing the wicked curses
to rest forever
tomorrow a new beginning
Earth's one last chance.

Mark Smith
Porter Jr. High
Austin, Texas

Pandora II

One day
far
from
now,
a
lady
will
be set
upon
the
earth
to
change
it
from all evil.
all'

Barbara Lambeth
Porter Junior High
Austin

Once upon a time there was a Fierce Giant. The Giant ate people. One day the Giant found a little baby. The baby was very small and thin. So the Giant decided to feed and fatten the baby before eating it.

Finally, after the baby grew bigger, the Giant decided it was ready to eat.

But, just as the Giant was sitting down getting ready to gobble the baby up, the baby looked up at the Giant and said, "da,da".

Well, nobody had ever said "da,da" to the Giant before and the Giant liked it and began to care for the baby and take care of it.

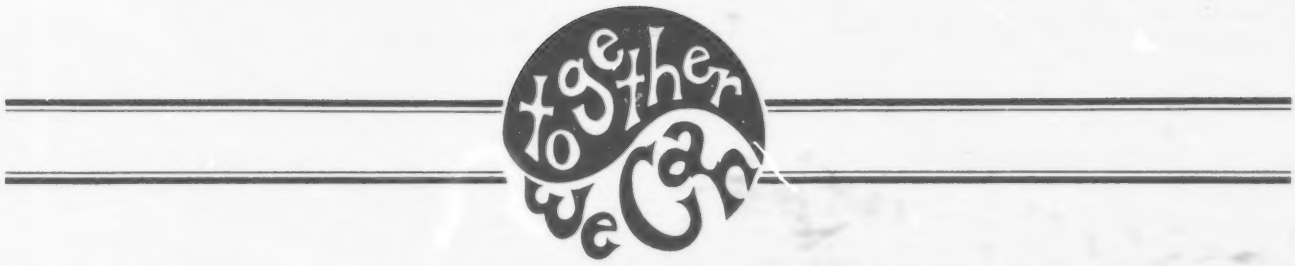
And the Giant never ate people any more.

THE END

(Dictated to Carl Pickhardt by elementary age children from Central Texas at Young Authors Conference, spring, 1977.)

We have learned
that the past dies
with each step forward we take.
Sometimes we lie
dormant in the present
dwelling on what we are missing
and what has died,
when we should be
reaching out to what
is yet to be born.

Lois Douglas,
Scarborough, Maine
Daughters in High School,
An Anthology of Their Work,
Ed. Frieda Singer, Daughters,
Inc., Vermont, 1974.)



FOLLOW-UP MATERIALS

SELF-STUDY ACTIVITY INSTRUCTIONS

1. Select one or more of the **media analysis sheets** (newspaper, television, billboard) to fill in. You might follow one medium for several days to establish a trend. Try getting others involved with you. What do the media say?

2. Check out your total environment — the school in which you work. The **form** "Evaluating Sexism in Your School" will help you get the "bigger picture" and help you pinpoint areas that need addressing in order to provide a more equal education for all students. Even if you can't answer all of the questions, they will give you an idea of the areas that need to be considered.

3. Read the **articles:** "Have We Come a Long Way?" and "Do Schools Sell Girls Short?" How do the facts presented in the articles fit in with your priorities as an educator?

NEWSPAPER ANALYSIS

Choose one:

A. Front Page B. Life style (or feature section) C. Sports D. Comics E. Ads

For A,B,C,D, Count the total number of references, names, photos, etc. of _____ _____

Story/comic _____ Reporter/creator F____ M____

Subject(s) How many F? _____ How many M? _____

Activity of main character: Assertive Aggressive Passive Submissive Nurturing
Sex F or M Work in home Work outside home Competent Incompetent
Dependent Independent Name activity:

Story/comic _____ Reporter/creator F ____ M____

Subject(s) How many F? _____ How many M? _____

Activity of main character: Assertive Aggressive Passive Submissive Nurturing
F or M Work in home Work outside home Competent Incompetent
Dependent Independent Name activity:

Story/comic _____ Reporter/creator F ____ M____

Subject(s) How many F? _____ How many M? _____

Activity of main character: Assertive Aggressive 1 Passive Submissive Nurturing
F or M Work in home Work outside home Competent Incompetent
Dependent Independent Name activity:

Story/comic _____ Reporter/creator F ____ M____

Subject(s) How many F? _____ How many M? _____

Activity of main character: Assertive Aggressive Passive Submissive Nurturing
F or M Work in home Work outside home Competent Incompetent
Dependent Independent Name activity:

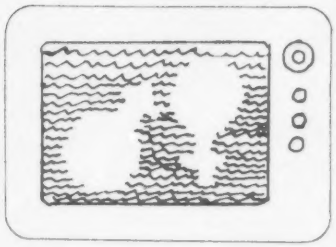
Story/comic _____ Reporter/creator F ____ M____

Subject(s) How many F? _____ How many M? _____

Activity of main character: Assertive Aggressive Passive Submissive Nurturing
F or M Work in home Work outside home Competent Incompetent
Incompetent Dependent Independent Name action:

For E:

	1	2	3	4	5	6
Sponsor/product						
In which section						
How many females						
How many males						
To whom directed						
What message						



TV ANAL·YSIS

Choose one to watch:

A. Re-run of old series
B. Currently popular series
C. Half-hour news program
D. Six commercials

For A and B, choose a character and check each time the behavior or activity listed below occurs:
Character _____ **M or F**

Activities			Behavior					
Work in home	Work outside home	Social	Assertive	Passive	Independent	Dependent	Competent	Incompetent

For C (News), fill out this form: (Analyze filmstories only)

Network _____ Time _____ Anchor(s) M F

Topic _____
Reporter M or F Subject(s) Male (No.) ____ Female (Nos.) ____
Activity of subjects _____
If authority is quoted, is it female _____ or male _____ ?
To whom is story directed: female _____ or male _____ ?

Topic _____
Reporter M or F Subject(s) Male (No.) ____ Female (No.) _____
Activity of subjects _____
If authority quoted, is it female or male? _____
To whom is story directed: Female or male? _____

Topic _____
Reporter · M or F Subject(s) Male (No.) ____ Female (Nos.) ____
Activity of Subjects _____
If authority, is it female _____ or male _____ ?
To whom story is directed: Female _____ or male _____ ?

For choice D (Commercials), fill out this form:

	1	2	3	4	5	6
Sponsor/						
Actor(s) F or M						
To whom directed						
What messages						

BILLBOARD ANALYSIS

Total ♀___
Total ♂___

1
Product/sponsor:
Who's pictured? F or M
(What's the authority?)

What are they doing?

To whom is it directed?

What's the message/appeal?

2
Product/sponsor:
Who's pictured? F or M
(What's the authority?)

What are they doing?

To whom is it directed?

What's the message/appeal?

3
Product/sponsor:
Who's pictured? F or M
(What's the authority?)

What are they doing?

To whom is it directed?

What's the message/appeal?

4
Product/sponsor:
Who's pictured? F or M
(What's the authority?)

What are they doing?

To whom is it directed?

What's the message/appeal?

5
Product/sponsor:
Who's pictured? F or M
(What's the authority?)

What are they doing?

To whom is it directed?

What's the message/appeal?

6
Product/sponsor:
Who's pictured? F or M
(What's the authority?)

What are they doing?

To whom is it directed?

What's the message/appeal?

7
Product/sponsor:
Who's pictured? F or M
(What's the authority?)

What are they doing?

To whom is it directed?

What's the message/appeal?

8
Product/sponsor:
Who's pictured? F or M
(What's the authority?)

What are they doing?

To whom is it directed?

What's the message/appeal?

9
Product/sponsor:
Who's pictured? F or M
(What's the authority?)

What are they doing?

To whom is it directed?

What's the message/appeal?

10
Product/sponsor:
Who's pictured? F or M
(What's the authority?)

What are they doing?

To whom is it directed?

What's the message/appeal?

EVALUATING SEXISM IN YOUR SCHOOL

AN OUTLINE FOR A STUDY OF SEX-ROLE STEREOTYPES IN SCHOOLS

Prepared by Shirley McCune and Margaret Jones
Resource Center on Sex Roles in Education
1201 Sixteenth Street, N.W.
Washington, D.C. 20036.

I. Census of the School Population

Board of Education

How many members are men? _____
How many members are women? _____
How many officers are men? _____
How many officers are women? _____

Superintendent's Office

How many personnel are women? _____
How many personnel are men? _____
How many non-administrators are women? _____
How many non-administrators are men? _____

Schools

How many teachers are women? _____
How many teachers are men? _____
How many administrators are women? _____
How many administrators are men? _____
How many supervisory personnel are women? _____
How many supervisory personnel are men? _____
How many non-teaching staff are women? _____
How many non-teaching staff are men? _____

Are the statistics compiled satisfactory to you? Yes _____ No _____

What specific actions are needed to meet your perception of needs? _____

What, if any, actions are being taken? _____

II. Curriculum

1. Are playground groups sex-segregated? Yes _____ No _____
   —By regulation Yes _____ No _____
   —By choice Yes _____ No _____

2. Are elementary school classroom groups or activities sex-segregated?
   —Reading groups? Yes _____ No _____
   —Interest groups? Yes _____ No _____
   —Math groups? Yes _____ No _____
   —Physical education? Yes _____ No _____
   By regulation? Yes _____ No _____
   Other reasons? Yes _____ No _____

3. Are high school courses segregated?
   —Home economics? Yes _____ No _____
   —Business? Yes _____ No _____

—Industrial arts? Yes _____ No _____
—Physical education? Yes _____ No _____
By regulation? Yes _____ No _____
Is encouragement provided for students to exercise their personal choice? Yes _____ No _____

4. Are competitive sports for girls available? Yes _____ No _____

   Are girls encouraged to participate? Yes _____ No _____

5. Are the arts such as drama, music and dance activities offered?
   —For boys Yes _____ No _____
   —For girls Yes _____ No _____

6. What arts and crafts activities are offered?
   —For boys _____
   —For girls _____

7. Has a study been made of the degree to which instructional materials perpetuate sex-role stereotypes? Yes _____ No _____

8. Do social science and history courses include the contributions and roles of women in society? Yes _____ No _____

9. Do literature courses include women writers? Yes _____ No _____

10. Are health and sex education included in the curriculum? Yes _____ No _____
    —Are topics such as birth control, venereal disease and abortion included in the content? Yes _____ No _____
    —Is the human reproductive system included in science courses? Yes _____ No _____
    —At what grade level? _____

11. Do graphics, pictures, and other audio-visuals present men at home in the child-caring roles? Yes _____ No _____
    —Cooking roles? Yes _____ No _____
    —Cleaning roles? Yes _____ No _____

12. Do graphics, pictures and other audio-visual materials present women in other than child-caring roles? Yes _____ No _____
    —Other than cooking roles? Yes _____ No _____
    —Other than cleaning roles? Yes _____ No _____

13. Are women presented in occupational roles other than the home? Yes _____ No _____
    —Other than nursing? Yes _____ No _____
    —Other than secretary? Yes _____ No _____
    —Other than clerk? Yes _____ No _____

14. Are courses in woman's studies included in the curriculum? Yes ____ No ____
—Middle school? Yes ____ No ____
—Senior high school? Yes ____ No ____

III. Curriculum Development

1. Have members of the curriculum development staff developed curriculum which avoids negative sex-role stereotypes? Yes ____ No ____
2. Have curriculum development staff and teachers identified resources to assist in developing such curriculum? Yes ____ No ____

IV. In-Service Training

1. Have provisions been made for staff to obtain information regarding sex-role stereotypes and their implications throughout the school system? Yes ____ No ____
2. Have provisions been made for men and women to obtain special training for supervisory and management positions? If so, do women actively participate in them? Yes ____ No ____

V. School Personnel

1. Are classroom activities assigned on the basis of sex? Yes ____ No ____
2. Are instructional and recreational games assigned on the basis of sex? Yes ____ No ____
3. Do teachers use different methods of reward and punishment for girls and boys? Yes ____ No ____
4. Does the principal use different methods of reward punishment for boys and girls? Yes ____ No ____
5. Do teachers describe and prescribe behavior on the basis of sex? (e.g., "Why don't the girls bake cookies?" "Girls don't push and shove.") Yes ____ No ____
6. Do teachers have different expectations for boys and girls? (e.g., grades, passivity, discipline problems) Yes ____ No ____
7. Are counselors available for all students at the students' request? Yes ____ No ____
8. Are boys referred to the counselors more often (than girls)? Yes ____ No ____
9. Are problems other than disruptive behavior referred to the counselors? Yes ____ No ____

10. Is the school using career materials which do not track boys and girls into careers by sex? Yes ____ No ____

11. Do school counselors describe or prescribe career opportunities by sex? (e.g., girls with science interests are counseled into nursing and boys into medical schools) Yes ____ No ____

12. Do school counselors differentiate college recommendations on the basis of sex? (e.g., girls go to business school and perhaps to college later) Yes ____ No ____

13. Are course offerings recommended on the basis of sex? (e.g., math courses for boys, vocational courses for boys, home economics for girls) Yes ____ No ____

14. Are students encouraged to examine their course preferences and explore the advantages and disadvantages, including factors other than traditional role expectations based on sex? Yes ____ No ____

VI. School Budget

1. What funds are allocated for the development of new areas of the curriculum, including women's history and supplementary materials for correcting sex-role stereotypes? _____
_____

2. What is the total expenditure for physical education? _____
—What amount for boys? _____
—What amount for girls? _____

3. Has an analysis of administrative and teacher salaries been made? For:
—Male administrators? Yes ____ No ____
—Female administrators? Yes ____ No ____
—Male teachers? Yes ____ No ____
—Female teachers? Yes ____ No ____

4. Has an analysis of payments for extra assignments been made for men and women in:
—Off-duty activities such as field trips? Yes ____ No ____
—Supervision of sports events? Yes ____ No ____
—Supervision of plays? Yes ____ No ____
—Supervision of musical events? Yes ____ No ____

5. Has an analysis of fringe benefits been made for males and females on the following bases?
—Retirement plans? Yes ____ No ____
—Maternity leave—family leave? Yes ____ No ____
—Insurance? Yes ____ No ____
—Sabbatical and training opportunities? Yes ____ No ____

6. Has an analysis of career promotion practices and opportunities been made for males and females? Yes ____ No ____
—Number of years service before promotion? Yes ____ No ____
—Position occupied before promotion? Yes ____ No ____

HAVE WOMEN COME A LONG WAY?

Concern: Isn't this issue stale? Because of legislation and women's liberation, women are no longer in the Dark Ages socially or economically. They have all the rights of men plus some privileges usually denied to men--like alimony and child support and protective legislation.

Background Information

All That Glitters...

In 1972, the reported median annual earnings of men of all races in our society were substantially higher than the earnings of women. The least difference was between black men and women; the greatest between Spanish-speaking men and women. In 1976, white women earned 56.3% of the pay of white men; minority women earned 49.6% of the salary of white men. This gap in wage rates is *increasing*, not decreasing. In 1970, women of all races earned 59% as much as men; in 1956, women earned 63% as much as men.

Women are the last hired and the first fired, if they get hired at all. The unemployment rate for 16- to 19-year-old minority women, who suffer from a triple burden of youth, sex and race, was 37.9% in December, 1975. For women between the ages of 20 and 24, the rate improved to only 19%.

Barbara Bergmann, Economics Professor at the University of Maryland, testified in hearings on economic problems of women before the Joint Economic Committee of the U.S. Congress in July, 1973:

"The relative economic position of working women has been worsening and is going to worsen further, unless a program which gets to the heart of their problems is created and vigorously enforced. The Economic Report of the President of January, 1973 tells us (1) that women's unemployment is 35% above men's and that the male-female unemployment differential is getting worse, (2) that women's earnings are 60% of men's and the trend in the ratio of women's to men's wages is downward, (3) that there has been no progress in breaking

down occupational segregation despite five years of campaigning by the women's movement, and (4) that millions of women and their children who live in households without men are in dire material need...."

Work Status

An examination of several occupational fields yields discouraging information on the status of work opportunities for women. The Commissioner of Insurance for Pennsylvania issued a report in 1973 on the status of women in the insurance industry, where women comprise 48.3% of all employees. The report revealed that women worked overwhelmingly in office and clerical jobs (nearly 86%) as opposed to men (only 12% worked in such positions).

"Among men, sales was the single largest concentration of workers: almost 30% of the male work force held sales jobs, compared to less than 2% of the female work force. Sales is a vital part of this industry, yet women were hardly represented in these jobs in 1970.... Among the male half of the insurance work force, 23% were in jobs classified as officials and managers. Among women workers, less than 3% were in such jobs. Women insurance workers in 1969 had median earnings that were less than half that of men's earnings--$4,803 for women compared to $10,203 for men. In Pennsylvania, only 416 of 30,000 women insurance workers reported earning over $10,000 in 1969, while 18,000 of the 38,000 male insurance workers earned above $10,000 that year."[1]

In the broadcast industry, women held 26% of the positions in 1975. Yet in the top four job categories, they held only 13% of the jobs.[2]

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[1] P. 163, *Hearings on Economic Problems of Women*, Joint Economic Committee, U.S. Congress, July, 1973. (U.S. Government Printing Office.)

[2] The information in these three paragraphs is taken from *To Form a More Perfect Union: Justice for American Women*, a report of the National Commission on the Observance of International Women's Year, 1976.

In the arts, length of training for men and women differs by only a few months, but median earnings range from $1,000 a year higher for male actors to $6,000-$7,000 a year higher for male museum personnel, designers, and architects.

A study by the Task Force on Women in Architecture in 1975 found that "men's salaries were on the average 61% higher than women's; and there was a general lack of internship opportunities for women, with advancement for women architects usually stopping at the lower-middle echelons. The task force... also noted stereotyping of a special kind, such as the belief that women are more capable of designing residences, kitchens; or reluctance to send women architects to building sites on the assumption that prejudicial contractors and construction workers would prevent her from doing her job...."

A 1974 study by the Women's Conference Committee of the Screen Actor's Guild found that on all stations of the three major commercial television networks in Los Angeles over a typical month, 71.5% of all roles were male and 28.5% female, an even lower proportion than on the stage. The study also found that in television commercials men outnumbered women two to one as performers."

Women Workers in Public School Education

In education women compose the majority of workers (67% in 1970-71). In 1971, 15% of public school principals were women. Their distribution ranged from 19% female principals (and 34% assistant principals) in elementary schools to less than 2% female principals in senior high schools. In the elementary schools the 19% figure was down considerably from 1928, when 55% of the principals were women.[1]

Seven percent of deputy, associate or assistant superintendents in 1970-71 were women; according to one survey, 1% of local school superintendents were women; another survey reported 6%. On the average, the paychecks of women administrators ran $5,000 less than those of their male counterparts that year.

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[1] NEA Research Division, Research Reports 1971-R5, reported by Jacqueline Parker Clement in a well-researched and written booklet, *Sex Bias in School Leadership* (Evanston, Ill.: Integrated Education Associates, 1975).

Figures for 1976-77 show that only 13% of public school principals, 15% of administrators, but 66% of teachers are women.[1] A December 1976 *Newsweek* article on working women states that women teachers in secondary schools earn only 81% as much as men.

Women in Elected and Appointed Government Jobs

"Women hold, roughly, only 5% of all local, State and Federal elective positions though they comprise 53% of the voting population and make up 39% of the U.S. Labor Force."[2] A recent study (1975) by the Center for American Women and Politics at Rutgers University discovered that the proportion of women appointed to regulatory and advisory boards and commissions, which help to establish policy at all levels of government, varied from a low of 8% in Mississippi to a high of 23% in Arizona, Iowa, Hawaii and Washington.

Low Status Jobs: "Women's Work"

According to Barbara Bergman, the economist quoted earlier, the major reality behind the inferior and worsening relative position of women in the labor market is the persistence of employers' notions about which kinds of jobs are "women's work" and which kinds of jobs are "men's work." The direct result is an extreme degree of occupational segregation: currently about 70% of women work in occupations in which women predominate, or are over-represented,[3] and about 70% of men work in occupations in which men predominate.

In 1890, women were "in their place" in clerical jobs, in elementary teaching, in nursing, in light factory work, as retail sales clerks, in domestic work. The same list is appropriate today, although since 1890 women's labor force

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[1]Equal Employment Opportunity Commission press release, "EEOC Releases Elementary and Secondary School Employment Data," 1976, and Center for Education Statistics letter dated September 14, 1977.

[2]Center for American Women in Politics, *Women in Public Office: A Biographical Directory and Statistical Analysis* (New York: R. R. Bowker Co., 1976), p. xx.

[3]An occupation was defined as having an over-representation of women if women had 45% or more of the jobs in that occupation in 1960, a year in which women were 32% of the labor force.

participation rate has grown from 18% to 44% and women have gone from 17% of the total labor force to 46%. Despite some expansion in demand within some women's fields, the inevitable result has been the overcrowding of those relatively few jobs in which women are unreservedly acceptable...

Women fill the vast majority of clerical, bank teller, cashier/bookkeeper, payroll and timing clerk positions. These are often dead-end jobs. The International Women's Year Commission has recommended that employers provide career ladders to other professional and technical posts and that information about all types of job and training opportunities be provided to all employees, with supervisors rated on their attention to the career development of their employees.[1]

The Dictionary of Occupational Titles (DOT) is a listing of titles and rating of tasks of over 20,000 jobs. It is widely used in private industry and some state and local governments. Day care worker is not listed in the DOT; kindergarten worker, the closest description, was assigned the lowest skill code. Dog trainers were rated higher than foster mothers, and generally work which required mothering and homemaking skills--including professional jobs in education, health and welfare work--were classified as custodial or menial work, also at the lowest skill level. Foster mother and homemaker were classified as maids. Large areas of women's work--such as day care work--are ignored completely. Unpaid work by homemakers and mothers is not considered among various skill-developing experiences. So much for the notion that the status of mother and homemaker is high in our society!

Sex Segregation: What Price?

"Overcrowding in the few 'women's' occupations translates into lower wages and higher unemployment rates for women. The demand for women's labor is kept artificially low because of their virtual exclusion from certain fields--

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[1]P. 61, *To Form a More Perfect Union: Justice for American Women*, National Commission on the Observance of International Women's Year, 1976.

medicine, law, engineering, dentistry, supervisory and executive positions, the crafts--and the supply of women to the few fields where they are welcome is artificially increased thereby. I would venture to say that the ideal of equal pay for equal work cannot be achieved without a far broader acceptance of women into jobs from which they have been excluded by discrimination.

"Just as occupational segregation and the overcrowding it enforces mean that women get 30 to 40% less pay than men of similar educational background and ability, so also it is largely responsible for the high unemployment rates that women suffer, and for the increasing gap between men's and women's unemployment rates. Women's unemployment rates depend first and foremost on the balance between the number of jobs that employers are willing to fill with a woman and the number of women who want jobs. The increase in the proportion of the labor force which is female has outpaced the increase in the proportion of job slots open to women, and it is this disparity which has been the principal cause of the adverse developments in women's unemployment rates. The statistics on female unemployment understate the problem, because some women with no job or a job at poverty wages simply withdraw from the labor force and go on welfare."[1]

Female Entrepreneurs

The woman who goes into business on her own encounters obstacles when she attempts to land government contracts; in 1975 the chairman of the U.S. Commission on Civil Rights wrote:

"Our investigations reveal that minority and female-owned firms encounter problems of staggering proportions in obtaining working capital necessary for effective marketing and bidding."

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[1]P. 54, Part I, *Hearings on the Economic Problems of Women*, Joint Committee, U.S. Congress, July, 1976.

The Union Picture

In the unions, the picture is bleak. A grandmother who had been a member of the International Ladies Garment Workers Union, whose membership is 80% female, testified in Massachusetts in 1975 that "The men in our union have virtually closed all the doors to advancement; the best they will allow us is token recognition and meaningless duties." The ILGWU has one woman on a 23-person international board (4 1/2% representation). The Amalgamated Clothing Workers of America doubles that proportion with 2 women in a 20-member national board. Its membership is also 80% female, but only half its locals are headed by women. "A 1973 survey made by the Women's Bureau, Department of Labor, shows that of 4,800 reported positions on top union governing boards, only 350 jobs were held by women."[1]

Training for the Future

In the fall of 1977, female enrollment in colleges and universities surpassed male enrollment by 2%. Women composed over 30% of law school enrollees (up from 3.8% in 1963 and 15.8% in 1973). In 1977 women received substantial proportions of bachelor's (47%) and master's (45%) degrees, but they represented only 22.9% of all Ph.D. recipients--up from 14% in 1971.[2] In the forties, women received 20% of all Ph.D.'s. In medical school, female enrollment grew from 9.1% in 1969 to 19.7% in 1973 to 25.5% in 1977.[3]

In 1971, the President of Carnegie Corporation pointed out that women comprise 75-90% of the qualified students who don't go on to college, even though they finish high school in greater numbers than men. A 1972 U.S. Office of

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[1] P. 45, *To Form a More Perfect Union: Justice for American Women*, National Commission on the Observance of International Women's Year, 1976.

[2] *Projections for Education Statistics to 1985*, National Center for Educational Statistics, 1977.

[3] *Admissions Action Summary Report*, September 1977, published by the Association of American Medical Colleges, Division of Student Services.

Education report found that programs under the Manpower Development and Training Act and the Vocational Education Act channeled women into low-paying jobs, and that Office of Education funds paid for sex-biased career tests and vocational guidance materials and information. A foundation vocational training representative testified in 1975 that of 136 Office of Education programs, girls were a majority of enrollees in only 48 areas.[1]

Critics of vocational education claim that while many V.O.E. programs are inadequate to train males, they are worse for females. Females traditionally have been steered into clerical, homemaking and food, personal services and cosmetology courses; these jobs pay substantially less than jobs in male-dominated fields such as computer programming, electronics, auto mechanics, drafting, household repair, welding, etc. "In 1972, 3 out of every 4 girls in vocational education programs were in homemaking or secretarial courses. Boys were most likely to be trained for unionized jobs which in general have greater compensation and security than others."[2] Hearings in 1976 and 1977 on revisions to the vocational education provisions of federal legislation give hope for substantial improvement in this field in the near future. As for athletic training, "for every dollar spent on high school boys' athletics, girls' programs generally get a dime or less."[3]

Alimony and Child Support

As of 1975, only 14% of divorced women were awarded alimony; fewer than half of those collected regularly. Only 44% of divorced mothers were awarded

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[1] P. 54, *To Form a More Perfect Union: Justice for American Women*, National Commission on the Observance of International Women's Year, 1976.

[2] P. 13, *Sex Equality in School*, American Association of School Administrators, Executive Handbook Series, Vol. V, 1975.

[3] P. 15, *Education for Survival*, National Education Association, 1973.

child support and only 47% of these collected regularly. Less than half of the financial support for children in divided families came from fathers.[1]

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[1]Citizen's Advisory Council on the Status of Women, "The Equal Rights Amendment and Alimony and Child Support Laws," Labor Department, 1972.

References

Parts I & II, Hearings on the Economic Problems of Women, Joint Committee, U.S. Congress, July 1976. (U.S. Government Printing Office.) Full of appalling testimony by highly-credentialed officials and academics.

To Form a More Perfect Union: Justice for American Women, pp. 40-67, 90-109. National Commission on the Observance of International Women's Year, 1976. Very readable summary of current statistics, experiences.

"Do Schools Sell Girls Short?"

By Betty Levy. From Today's Education, Journal of the National Education Association, December, 1972. Reprinted with permission.

Recent critics of the schools have explored the contradiction between what schools say they do and what they actually do. The ostensible purpose of schools is to educate everyone and to equalize opportunity for all. Liberal reformers who accept this purpose at face value bemoan the fact that schools are "failing" (i.e., not educating), whereas more sophisticated analysts move beyond the stated purpose of schools and reveal that schools are "succeeding" in differentially socializing pupils by race, class, and sex. These socializing functions are all the more powerful when one considers that they occur despite efforts of many well-intentioned educators to achieve the schools' stated aims....

What most critics have failed to examine is how traditional demands of schools function to perpetuate traditional sex roles. For girls, the schools' expectations and the traditional sex-role expectations are congruent and provide a strong double-barreled message reinforcing girls' obedience, docility, and dependence. For boys, the schools' expectations often conflict with traditional sex-role expectations, resulting in a confusing double message: Be aggressive, active, achieving, and independent (be masculine), but also be passive, quiet, and conforming (be a good pupil).

Is "Goodness" Good For You?

As a result, boys tend to be more acting-out in school and more noticeable, whereas girls tend to be more completely socialized into "goodness" and thus more easily ignored. The long-lasting result is potentially more positive for boys, since the "masculine" characteristics are related to intellectual development and self-actualization, whereas the strong, consistent pressures on girls to be "feminine" and "good pupils" promote characteristics that inhibit achievement and suppress females' full development.

Recent discussion on sex-role socialization in schools has been dominated by concern for boys who, it is contended, are forced to meet feminine standards of behavior and thinking by the overwhelmingly feminine atmosphere of the elementary school. Because the emphasis has been on boys' problems, the situation of girls has been overlooked. As a result, the schools' "feminization" or "domestication" training is seen, by implication, as good preparation for "real womanhood." The fact that girls are being doubly trained--at home and at school--to be docile and conforming is not of concern. What is of concern is that boys might be treated badly in school, that is, "like girls." The fact that the school as an institution demands conformity and obedience for most children is not noted. Rather, female teachers are labeled "the enemy" in the destruction of male minds!

An incredibly large number of studies have been addressed to the question,

"Do female teachers discriminate against boys?" The results of these indicate that boys, far from being discriminated against, provide more intense stimuli for teachers and receive more positive as well as more negative attention from teachers than do girls. Teachers may yell at boys more, but teachers also give them more praise, more instruction, and more encouragement to be creative than they give girls. Girls are either ignored or rewarded merely for following directions and for doing assigned work.

Differential Discipline: What Results?

Many studies have demonstrated that boys make up the majority of teachers' behavioral problems and that teachers tend to discipline boys more harshly than girls. In *Psychology of Women: A Study of Bio-Cultural Conflicts*, Judith M. Bardwick speculates that a boy learns in school that he can get attention and respect from his teacher and his peers for nonconforming behavior. Thus, teacher criticism, a seemingly negative response, may actually lead boys toward greater independence, autonomy, and activity.

A boy whom the teacher harshly reprimands may temporarily feel put down but may also learn to defend and assert himself more as an independent being. The girl who is softly told she "did something bad" while the teacher gives her a reassuring (patronizing?) pat is less likely to develop self-assertive behavior that carries the risk of disapproval.

Moreover, research done by R.L. Spaulding indicates that a disproportionate number of teachers' negative remarks to girls concerned incorrect answers ("You're wrong, Sally"), a pattern that could only reinforce girls' sense of inferiority.

Other evidence indicates that even by the pre-school years, boys tend to be more realistic about their achievements than do girls. Perhaps the criticism boys receive tends to be more task-oriented, helping them to better evaluate their skills. Girls may be receiving more general and more personal criticism leading to an oversensitivity to criticism and a tendency to do tasks to gain social approval rather than to meet one's own standards.

In my opinion, we need more unbiased research to determine differences in how teachers discipline and criticize boys as opposed to girls and how these differences affect their development. Also, teachers need to become increasingly self-aware of how they may be subtly shaping boys more toward independent achievement and girls more toward dependence and nonsustained achievement.

Also we need to discover if teachers are held more firmly accountable for maintaining order than for facilitating learning. If this is so, it is no wonder that they desire passive, conforming behavior from boys and gratefully receive it from girls.

What Do You Learn at School?

Schools reinforce traditional sex roles in many ways. One way is through the authority structure of the school itself. Eighty-five percent of all elementary school teachers are women; 79 percent of all elementary school principals are men. School children do not need to be taught the differential status of men and women--they learn it simply by attending school.

Another mechanism of sex-role reinforcement is segregated classes and activities. A number of grade schools have been "experimenting" with sex-segre-

gated classes. The all-boy classes emphasize large-muscle physical activity, team games, building, repairing, and other tasks "ordinarily performed by fathers." In one school, the all-girl classes include such activities as "dressing up like mother and playing house."

Even with classes that are not sex-segregated, certain activities, such as cooking and sewing, are encouraged primarily for girls, and other activities, such as wood-working, are encouraged primarily for boys. Physical education and playground activities frequently are sex-segregated. As children move through elementary school, certain subjects, such as English, come to be regarded as "girls' subjects" while other subjects, such as math and science, are perceived as "boys' subjects."

Should You Intervene?

Even in free schools where there is no conscious attempt to sex-type, the policy of allowing children to follow their own interests usually results in condoning the pervasive sex-typed activities the children have learned outside the school. Effective open classrooms, while basically noninterventionist, still require children to master basic skills. But intervening to require choices and activities that are free of sex-typing has apparently not yet become an important concern of the open classroom.

The separation of boys and girls for seating, hanging up coats, and so on, and the choice of class helpers calls attention to sex distinctions and sex roles. So does sex-typing in elementary-school reading materials.

What can educators do to challenge and correct the detrimental effects of sex-role socialization in schools?

First, they must realize that schools mirror the elitism, racism, and sexism of our society. Thus, efforts to challenge sexism in schools must be perceived as part of a larger and long-range struggle to change the inequalities which schools maintain and perpetuate.

Issues which will benefit all men and women, not merely a privileged few, should have the highest priority. For example, attempts to open up the school authority and decision-making structure to all those groups affected by it are more basic than attempts to get a few more female principals. Efforts to rid schools of sexist attitudes and practices must be linked with broader efforts if all are to be successful.

Second, since sex-role stereotypes are so pervasive, an individual teacher may find it helpful to work with other teachers in consciousness-raising groups and sex-role committees to better understand and struggle with the ways we are oppressed by (and oppress our students with) sexist ideas and behavior. In addition to collective efforts to change classroom practices, teachers should form schoolwide committees to focus on curricular programs and materials; challenge sex-segregated classes and activities; and gather data on hiring and promotion practices, salaries, and so on.